

Minutes

of the Academic Senate Meeting December 2, 2020

- PRESENT: Anderson, Barding, Chase, Chaturvedi, Chen, Davidov-Pardo, Fallah Fini, Flores, Gonzalez, Hargis, Huerta, Huh, Kumar, Kwok, Lee, Lloyd, Milburn, Myers, Nelson, Ortenberg, Pacleb, Puthoff, Quinn, Shen, Singh, Small, Snyder, Soper, Speak, Urey, Van, Van Buer, Von Glahn, Wachs, Welke
- PROXIES: Senator Welke for Senator Coburn, Senator Small for Senator Musgrave,
- ABSENT: Aragon, Osborn
- GUESTS: S. Alva, A. Baski, B. Brown, N. Butts, J. Chong, S. Coley, A. Dao, B. Davila, E. DeRosa, S. Dixon, L. Dopson, S. Eskandari, K. Forward, C. Garcia-Des Lauriers, S. Garver, H. Gilli-Elewy, B. Givens, T. Gomez, N. Hawkes, S. Kafai, A. Lang, I. Levine, J. Lozano, L. Massa, J. McGuthry, A. Narayan, J. Passe, T. Qasqas, B. Quillian, T. Roby, M. Sancho-Madriz, C. Santiago-Gonzalez, J. Saucedo, B. Serrano, S. Shah, G. Tejadilla, B. Tuck, J. Wagoner, R. Yeung

1. Academic Senate Minutes – October 28, 2020 and [November 4, 2020](#)

The October 28, 2020 Academic Senate Meeting minutes were not available. M/s to postpone approval of the October 28, 2020 Academic Senate Meeting minutes to the next Academic Senate Meeting on February 10, 2021. The motion passed with one (1) abstention.

The November 4, 2020 Academic Senate Meeting minutes are posted on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/12.02.20/academic_senate_minutes_11-04-20_posted.pdf.

M/s to approve the November 4, 2020 Academic Senate Meeting minutes as posted. The motion to approve the November 4, 2020 Academic Senate Meeting minutes passed with two (2) abstentions.

2. Information Items

a. Chair's Report

Chair Nelson appreciated everyone's patience and professionalism in dealing with contentious issues during the semester. She reminded the body of the rules of conduct for the meeting:

- Senators are given the first opportunity to speak.
- Guests will be allowed to speak after all Senators have spoken.
- Priority will be given to those who have not spoken.
- People are given two (2) opportunities to speak on a given issue.

b. President's Report

President Coley thanked everyone for their commitment to student learning and development. During the difficult switch to virtual learning, the commitment to teaching excellence and scholarly pursuits never wavered. The President commented that due to the pandemic we are no longer able to compartmentalize how we spend our days; home life and child-rearing have melded into our professional lives, and we struggle to keep them all on an even keel. President Coley wished everyone a restful holiday break and commented how thankful and appreciative she is for

everyone, their work, their service, and the impact that they have had on maintaining Cal Poly Pomona's excellence.

President Coley mentioned that over the last two weeks, the Chancellor has been meeting with top public health and medical experts to get a sense of what is happening relative to the increase in COVID cases and the expected increase in cases between now and the end of January. Some of the concerns raised are regarding students who have been living on campuses going home and then returning. The Chancellor has asked CSU Presidents to think about ways to address the possibility of students returning to campus after being exposed to the virus, and what that would mean in terms of continuity of learning. The spring semester begins on January 23, 2021, and there was some discussion about a delayed start of the spring semester. Cal Poly Pomona has been very mindful of the health and safety of students, faculty, and staff, and the decision was made not to change the semester start date, but to delay the start date of the small number of in-person classes. The spring semester will start as planned, but not in-person. There are about 1600 students, 154 faculty, and 21 staff members who have been approved for on-campus learning in the spring semester. The on-campus learning will be delayed until February 8th and the campus will work with those students and faculty to gauge whether additional teaching methods need to be put in place.

c. [Provost's Report](#)

The Provost's Report is located on the Academic Senate website at [https://www.cpp.edu/senate/documents/packets/2020-21/12.02.20/2020.12.02-provosts_report_to_academic_senate .pdf](https://www.cpp.edu/senate/documents/packets/2020-21/12.02.20/2020.12.02-provosts_report_to_academic_senate.pdf).

The Provost commented that for spring and summer semesters virtual mode will be the primary mode of instruction. There are very limited exceptions for in-person components for:

- Laboratory/activity/studio classes
- Faculty research
- Faculty-supervised graduate student and undergraduate student research/projects

These are activities where there is no substitute for engaging in the learning experience. All exceptions will follow an established review and approval process. The process ensures that whatever in-person activity is planned all COVID safety protocols and mitigating measures for a safe learning experience are followed.

Provost Alva shared that at this time there is no clear direction for fall 2021. The campus will start developing various scenarios and plans for the fall. Planning in scenarios, i.e., 10 % capacity, 20% capacity, etc., is a useful tool and that process will start soon.

The Provost communicated that, because of remote work and the need to provide ample time for student engagement in the learning process, summer 2021 will be a 5-day instruction/work week and not a 4/10 schedule.

For winter session 2022 there will be two parallel sessions; one fully online 4-week session that starts in December, and a short, 2-week session in January.

The Provost stated that it has been communicated to students that there is an additional grading option for 2020-2021. The option for undergraduates is a letter grade of A, B, or C, including + or -, and if the student receives a D or F it converts to no credit. For graduates, it is a grade of A or B with + and - and anything lower than a B- converts to no credit. Students can change their grading option in BroncoDirect now through December 6, 2020. There are open information sessions on December 3rd and December 6th. Additional information is available on the [Student](#)

[Success Central website.](#)

Provost Alva commented that in consultation with CFA leadership, there will be a letter placed in the personnel action file of all faculty (permanent and temporary) providing pandemic related context to the work faculty are doing, recognizing many faculty had to shift quickly to remote instruction. Many faculty have had limited access to campus for research, instructional materials, etc. It is recognized that this can impact performance and the letter will allow faculty to exclude teaching evaluations for one section each semester in their teaching evaluation summaries. The evaluations will still be in their personnel action file as required in the contract, but to evaluate effectiveness, faculty have the opportunity, if they choose, to exclude one class set each semester during the 2020-2021 academic year.

At its November meeting, the Board of Trustees finalized edits to Title 5, GE Breadth Requirements, establishing the new Ethnic Studies requirement as GE Area F in the GE breadth distribution. They also removed “and Social Justice” from the previously approved Title 5 language. The Provost stated that the final GE Breadth Policy with core competencies is expected soon. Once the approved core competencies are received, GE Area F course proposals can be submitted and reviewed.

Important Dates:

- January 25, 2021 - Special Projects for Improving Classroom Experience (SPICE) Proposals due
- Office of Research and Sponsored Programs Virtual Workshops (offered 12:00 to 1:00 p.m. via Zoom link)
 - December 18, 2020 – Funding Opportunities: Setting up PIVOT database account
 - February 5, 2021 – Overview of Proposal Development and Submission
 - February 19, 2021 – Proposal Budget Preparation and Justification
 - February 26, 2021 – Funding for Humanities and Education

Provost Alva recognized all the dedication and hard work that the faculty has demonstrated in helping navigate through these very difficult times in higher education. She also wished everyone a happy, restful holiday break.

d. Vice Chair's Report

NEW REFERRALS: (16)

- AA-004-201 Cross Listing Policy
- AA-005-201 2021-2022 Academic Calendar
- AA-006-201 Updates to Course Designation Standards (AS-2370-011/AA, as approved by President J. Michael Ortiz via memo, April 5, 2011)
- AA-007-201 Alternative Transportation Committee (ATC) Bylaws
- AP-003-201 Discontinued Music Education (Pre-Credential) Option in the BA in Music
- AP-004-201 Discontinue the Fashion Retail Management Emphasis and Fashion Retail Merchandising Emphasis in the Apparel Merchandising and Management, B.S. – Fashion Retailing Option
- FA-001-201 Review of Policy 1393: Faculty Office Hours
- GE-004-201 BIO 3280 – Biology of Aging (GE Synthesis B5)
- GE-005-201 PLS 4815 – Environmental Politics and Policy (GE Synthesis D4)
- GE-007-201 ENG 4220 – Sociolinguistics (GE Interdisciplinary Synthesis C3 or D4)
- GE-008-201 CLS 4820 – International Fieldwork (GE Interdisciplinary Synthesis C3 or D4)
- GE-009-201 AG 1010 – Agriculture and The Modern World: Agriculture as the Foundation of Civilization (GE Sub-area C2)

GE-010-201 PHY 1210 – Physics of Motion, Fluids, and Heat (GE Sub-area B1)
 GE-011-201 SOC 2201 – Introduction to Sociology (GE Sub-area A3)
 GE-012-201 CS 3750 – Computers and Society (GE Interdisciplinary Synthesis B5/D4)
 GE-013-201 ENG 4110 – Technologies of Writing (GE Synthesis C3)

SENATE REPORTS FORWARDED TO PRESIDENT: (4)

AS-2902-201-AA Modifications to the Laboratory Time Modules
 AS-2903-201-AP Program Review – MA, History
 AS-2904-201-AP Program Review Policy
 AS-2905-201-AP Academic Assessment Committee

e. CSU Academic Senate Report

No report was given.

f. Budget Report

The Budget Report is located on the Academic Senate website at [2020-21 itip-div-budget-summary senate-budget-committee.pdf \(cpp.edu\)](https://www.cpp.edu/senate/documents/packets/2020-21/12.02.20/senator-singh-report_12_2.pdf).

Senator Lloyd stated that on November 18, 2020 the committee received a division budget summary from the IT&IP Division. The committee wanted to understand how the transition to virtual instruction impacted the division. The IT&IP Division budget was reduced by about \$1 million for 2020 and they have made some cuts to student personnel and some cuts to hardware. The faculty refresh period for laptops was increased from 3 to 4 years, which is the same approach taken in 2008 with the recession budget cuts. The division has the challenge of migrating the servers from the current location in the CLA to a building on the west side of campus.

In February, the Budget Committee will be meeting with the Academic Affairs Division.

g. CFA Report

Senator Von Glahn commented that as Provost Alva stated, CFA leadership has been working on how to contextualize faculty evaluations, especially student evaluations of faculty. The local chapter endorsed language to adopt a maximum flexibility policy that advocates that faculty be allowed only to use evaluations that show that they have been doing good work. Senator Von Glahn stated that the CFA chapter is happy that the administration acknowledges that the faculty is going through a difficult time because of the pivot to virtual instruction.

h. ASI Report

The ASI Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/12.02.20/senator-singh-report_12_2.pdf.

Senator Singh reported that on November 5, 2020, the ASI Board of Directors passed a proposal for the allocation of savings within the ASI Budget for Basic Needs resources. The largest portion will go to the Emergency Grant program.

At the CSSA November plenary, ASI President Yu introduced a resolution in favor of flexible grading options and continuing the suspension of portions of EO 1037. That resolution passed the Systemwide Affairs Committee but was not put on the agenda for the CSSA Board of

Directors. The CSSA Board of Directors did pass a COVID-19 Policy Agenda that includes a focus on basic need resources, learning practices that ensure academic and holistic success, the health and safety of the campus community, and ensuring governance laws meet the virtual workspace.

i. Staff Report

Senator Gonzalez reported that Staff Council, along with the Pomona Police Department, hosted a drive-thru toy drive to benefit the Santa Cop program.

CSUEU Chapter 319 will be hosting their end of year holiday Zoom meeting on Friday, December 4, 2020.

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

a. GE-001-201, GE Area F: Ethnic Studies – SECOND READING

The second reading report for GE-001-201, GE Area F: Ethnic Studies, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge001201sr.pdf>.

Senator Quinn presented the report.

M/s to adopt GE-001-201, GE Area F: Ethnic Studies.

RECOMMENDATION:

Removal of core competencies included in AS-3438-20/AA, Recommended Core Competencies for Ethnic Studies: Response to California Education Code 89032C (Attachment 4 in the referral) because these have yet to be determined.

The GE Committee unanimously abstained from voting on GE-001-201 because it was clear to us that an up or down vote would not make a difference in the trajectory of the referral. But we also know that it needed to get before the Senate for a larger campus discussion, a discussion that did not occur before we received this referral. We understand that the Chancellor's Office recommendations are required so that the campus has a compliant curriculum in the 2021-22 catalog, and we are therefore providing those recommendations to the Senate.

DISCUSSION:

Senator Quinn reminded the body that the committee had received the referral 6 weeks ago, and at that time there was some optimism that there might be another solution other than dismantling GE Area D3. But, as was previously stated by Provost Alva, Title 5 has been approved creating GE Area F: Ethnic Studies and removing 3-units from area D. He went on to state that this report is the only method for Cal Poly Pomona to capture those changes. The GE Committee has received some referrals that propose modifying Area D3 courses to other GE Areas. The GE Committee agonized over the removal of GE Area D3 from the curriculum but on the other hand is very happy to have ethnic studies as a requirement at the CSU and this institution.

Senator Small commented that since this interpretation is the law, the faculty have no authority to change the approach. The Chancellor's Office has made the decision to eviscerate the Social Sciences without faculty consent, Senator Small advocates that the body vote against this change.

Several senators agreed with voting no on this report because there was a lack of shared governance and curriculum is the purview of the faculty and not the Chancellor's Office.

Question: Does it have to be a lower division course? There has been some talk that this requirement could be satisfied by an upper-division course. There have been inconsistent messages regarding this issue.

Title 5 specifies that this is a lower division requirement. Dr. Massa stated that her understanding of the requirement is that as long as the course is offered as a lower-division course, understanding that transfer students will have this requirement satisfied by a lower-division course, the campus can also offer upper-division courses that meet GE Area F. There is nothing to prevent the university from offering an upper-division course that meets a lower-division requirement if the lower-division course is offered also.

Question: Why specifically does GE Area D3 need to be eliminated? Why is there not a solution that could allow for more flexibility and would still allow for Social Sciences to be reflected in General Education?

The state law does not specifically refer to GE Area D3 because each campus implements the requirement differently. The state law refers to nine (9) lower-division units in Area D that are being reduced to six (6) units, meaning that Cal Poly Pomona must cut one (1) 3-unit course from Area D. AVP Massa explained that the problem is that the courses in GE Areas D1 and D2 fulfill different legal requirements, therefore it made the most sense to remove GE Area D3.

Dr. Dixon, Ethnic and Women's Studies Chair, added that the CSU Council on Ethnic Studies does not agree with the removal of GE Area D3 as part of the implementation of the Title 5 requirement. She thanked everyone for their collaboration on this issue.

Question: Is there the possibility that the Board of Trustees will revisit Title 5 in the future? If Title 5 were to change, does that mean that the issue of the removal of GE Area D3 can be revisited?

Chair Nelson responded that it appears that there is some discussion in the Board of Trustees to revisit the entire GE organization. It appears the CSUs have one of the largest GE requirements nationwide, which can be problematic for some disciplines. Provost Alva confirmed that there is an on-going conversation to re-imagine General Education and to create newer, fresher approaches to thinking about those requirements, including a reduction in the number of GE units required. Those are future opportunities to look at GE breadth requirements.

Senator Lloyd commented that there are hints to further cuts to GE, and he would like to urge those who are involved in the early conversations to think very carefully about this approach. General Education is a central part of higher education and is more than training students for a profession. It is about helping young people become well-rounded citizens in a democratic society.

Senator Hargis added that GE is particularly important for the CSUs because of its role in upward mobility. General Education plays a fundamental role in supporting students.

Chair Nelson added that she is not anti-GE but if programs are constrained to 120 units there needs to be a way to graduate students who are not only prepared for life but can also compete in their chosen professions.

Senator Singh asked for clarification about the advocating of a NO vote on this report. His understanding is that since this change is the law and either way it will be implemented a YES vote would sanction the Chancellor's Office's lack of consultation and collaboration with Academic Senates across the CSU. There was an agreement with Senator Singh's understanding.

Provost Alva commented that the reality is that there have been multiple committees, the CSU Council of Ethnic Studies, the CSU Academic Senate, and even the CFA, who got involved in advancing the legislation, so reducing this down to "*this is the making of the Chancellor's Office*" is inherently unfair.

Senator Urey expressed concern that the Academic Senate is acting prematurely. Her understanding is that the Chancellor's Office has not issued their final policy and is still reviewing the feedback provided. She asked if this report could be tabled to another meeting to wait and see the final policy from the Chancellor's Office.

There was a comment made that while it is true that people throughout the CSU, faculty and various faculty bodies, CFA, CSU Council on Ethnic Studies, Statewide Academic Senate, etc., have all expressed support for an ethnic studies requirement. The debate here and the blame cast at the Chancellor's Office has never been about an ethnic studies requirement; it has been stated repeatedly that there is very broad support for an ethnic studies graduation requirement or GE cross listing that would allow flexibility. There has always been, from every element of the faculty, strong support for ethnic studies. The question has always been should it be implemented by the elimination of a very important GE category. The Chancellor's Office is being blamed for ignoring the voices of a great many faculty, including the voices of a great many Ethnic Studies faculty, who have stated that this is the wrong way to implement the requirement.

Senator Chaturvedi added that the GE Committee's hands were tied because of Title 5. The committee could not consider any other alternatives for the implementation of GE Area F.

Senator Wachs stated that she understands this is a difficult issue, but that it is difficult to hear that this is being done in the interest of inclusivity and diversity because some of the departments that were the leaders in these areas are being very badly hurt by the elimination of GE Area D3. By removing the Social Sciences to implement ethnic studies, you are undoing some of the work that it took to bring ethnic studies to the forefront. She added that this really feels like the wrong way to implement the ethnic studies requirement.

Vice Chair Pacleb commented that what she is hearing from her colleagues is that general education is important, Social Sciences are important, and ethnic studies is important. She understands the constraints; in ethnic studies they talk about power and institutional constraints, but her opinion is that there could have been other options to implement this requirement other than the elimination of the Social Sciences. The survey responses did offer alternate suggestions for the implementation of GE Area F. The report submitted stated that the surveys did not offer any suggestions for implementation and that is troubling. Faculty believe in GE, believe that students should get an education similar to Ivy League Schools. This institution is chipping away at the importance of General Education. Faculty know what is best in terms of students' education and the legacy we want to leave for the next generation of students.

Senator Huerta remarked that he will be voting NO on this report and as part of the GE Committee he added that it has been frustrating since there was not an opportunity to provide an alternative to dissolving GE Area D3. This is a bittersweet victory for those who want an ethnic studies graduation requirement because it comes at the cost of losing GE Area D3.

Senator Hargis stated that in terms of the process she is in favor of voting YES so that the Provost and President do not have to implement this requirement against the vote of the Academic Senate, and that we move forward and figure out how to implement this requirement in the best way possible within the constraints of the law. If the body wants to send a message to the Chancellor about the lack of shared governance, a resolution might be a better solution.

There was a question about the implication of a NO vote versus a YES vote. President Coley responded that Title 5 is the law, and the campus must implement the requirement in accordance with the law. She stated that she appreciates the reflections and the challenges discussed during this meeting. This is not an issue of ethnic studies versus social sciences, the issue is how do we think about the specific learning outcomes and the multiple sources and ways that students will achieve those outcomes. The President stated that this is an opportunity for the campus to have a much more extended conversation that engages the departments to keep ethnic studies at a center point as we look at the intersections. The work is having the faculty come together and shape the experience for the needs of the future requirements for the students.

Chair Nelson commented that this report is an attempt to keep the campus within the guidelines of the law but there is nothing stopping anyone from submitting a referral to revisit the way this has been implemented on the campus and to continue the conversation of whether this can be done in a better way within the existing restrictions. She added that the discussions taking place are about decisions the Chancellor's Office made and not about campus decisions.

The motion to adopt GE-001-201, GE Area F: Ethnic Studies, failed with a vote of 19 NO, 9 YES, and 6 abstentions.

b. [AP-002-201, New Self-Support Master of Science in Digital Supply Chain Management – FIRST READING](#)

The first reading report for AP-002-201, New Self-Support Master of Science in Digital Supply Chain Management, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap002201fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-002-201, New Self-Support Master of Science in Digital Supply Chain Management.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the new self-support Master of Science in Digital Supply Chain Management.

DISCUSSION:

This is a proposal from the Technology and Operations Management (TOM) department for a new self-support Master of Science program. The program has been built around a considerable amount of consultation with industry, with both employers in the local area and more broadly. The committee was favorably impressed with the program and there was a broad consultation on the program. The Budget Committee had no concerns regarding the proposed budget. The AP Committee notes that this is among the more detailed budgets that we have seen in recent years for self-support MS programs. The budget is designed for a break-even point of 13 students in each cohort, but a similar program (Business Analytics) recently initiated by the TOM department has substantially exceeded its enrollment target. This demonstrated departmental achievement in recruiting students for self-support MS programs. Since there is also partial overlap of courses, giving the AP Committee confidence that the program can meet its enrollment targets for sustainability. Industry input in the program design gives us a further reason for optimism that the program will attract interest.

There was some concern raised by the Industrial and Manufacturing Engineering (IME) Department, regarding the nature of the courses and the requisite student backgrounds. Regarding

course content, some IME faculty were concerned that the course titles did not necessarily convey a sense of graduate-level content and asked if the students would have the necessary quantitative training for some of these topics. However, the Chair of the TOM department explained that the first course is titled “Supply Chain Management Fundamentals” not because students will be novices, but because they may come from a variety of different business backgrounds and have different types of expertise. The “Fundamentals” course will address the variety of backgrounds so that all students are at the same level for subsequent work. Also, while students may not have the mathematical training to approach some of these topics in the way that an engineering researcher would, this program is aimed at business practitioners, and all students will still have to take a graduate-level statistics course for business students. Finally, there was a concern about whether this program would compete with programs offered by IME that may have partially overlapping topics. However, this program is aimed primarily at business professionals, not at people with engineering training. The AP Committee is confident that there will be no risk of the department competing for the same pool of students.

Per CSU Executive Order 1099, an important issue in any self-support program proposal is supplanting, i.e., will this program divert time and resources away from state-supported programs? The proposed MS program will be taught by faculty working on overload in exchange for stipends at standard rates. This is an established practice on campus, and it ensures that faculty members 15 WTUs of state-supported work are not reallocated to self-support programs. The AP Committee thus concludes that supplanting issues have been addressed satisfactorily.

c. [AA-002-201, Remote Proctoring Policy – FIRST READING](#)

The first reading report for AA-002-201, Remote Proctoring Policy, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa002201fr.pdf>.

Senator Wachs presented the report.

M/s to receive and file AA-002-201, Remote Proctoring Policy.

RECOMMENDATION:

The committee recommends the formation of an ad hoc committee dedicated to developing a remote resource policy, that includes representation from, but is not limited to:

Students, Faculty from all colleges, Office of Student Success, Disability Resource Center, and the Academic Senate.

The committee would be tasked with developing a clear and comprehensive policy that would cover:

Remote test proctoring software and resources, discussion platforms, integrated learning platforms, virtual reality, and any external use of educational resources. This policy should be sure to include considerations of privacy, access, equity, security, pedagogy, and curricular integrity.

DISCUSSION:

The Academic Affairs Committee was tasked with coming up with a Remote Proctoring Policy, but upon further discussion, they realized it was a much larger issue. Fundamentally, there are many extremely complicated issues relating to student privacy and academic freedom. Overall, there are a host of different applications, testing resources, platforms, discussion systems, and other online tools that may be assigned to students. Some cost money, some may be invasive or violate some privacy issues or concerns, some may require hardware.

Rather than just a remote test-taking policy, it seems necessary to have a broader policy that protects students and faculty, and also guides appropriate, ethical, and reasonable expectations. Perhaps University support of a wider range of systems available to students would be the most efficacious solution. This requires careful study and feedback from a wider range of impacted constituents.

d. [AA-005-201, 2021-2022 Academic Calendar – FIRST READING](#)

The first reading report for AA-005-201, 2021-2022 Academic Calendar, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa005201sr.pdf>.

Senator Wachs presented the report.

M/s to receive and file AA-005-201, 2021-2022 Academic Calendar.

M/s to waive the first reading of AA-005-201, 2021-2022 Academic Calendar since an approved calendar must be submitted to the Chancellor's Office in January 2021.

The motion to waive the first reading of AA-005-201, 2021-2022 Academic Calendar, passed with one (1) abstention.

M/s to adopt AA-005-201, 2021-2022 Academic Calendar.

RECOMMENDATION:

The Academic Affairs Committee recommends approval of the 2021-2022 Academic Calendar as presented in the report.

The motion to adopt AA-005-201, 2021-2022 Academic Calendar, passed with one (1) abstention.

4. New Business

a. [Resolution Endorsing ABC/No Credit Grading Option for 2020-2021 due to COVID-19 Pandemic](#)

The *Resolution Endorsing ABC/No Credit Grading Option for 2020-2021 due to COVID-19 Pandemic* is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/12.02.20/resolution_abc_grade-nc_2020-21_including_summer1.pdf.

M/s to adopt the *Resolution Endorsing ABC/No Credit Grading Option for 2020-2021 due to COVID-19 Pandemic*.

Senator Hargis supports the resolution but encouraged clear communication with students because she just learned that areas A and B4 are not part of the new grading option. She also asked for consideration to extend the date that students need to make this decision until after grades are available. Senator Hargis clarified that she is not making a motion to change the resolution.

ASI Senator Singh expressed appreciation to the administration for this action but commented that many students have requested a Credit/No Credit grading option like spring 2020.

Senator Speak commented that the reason this is coming to the body as a resolution rather than a report is because of the timely nature of the need to intervene under the current pandemic circumstances. This reflects that the Academic Senate does a good job about the shared

conversations and shared governance on this campus, which is not true on every campus and this should be appreciated.

The motion to adopt the *Resolution Endorsing ABC/No Credit Grading Option for 2020-2021 due to COVID-19 Pandemic* passed with 29 in favor, 4 against, and 1 abstention.

5. Discussion – Time Approximate 4:15 p.m.

a. Campus Climate Survey – Nicole Butts, Presidential Associate for Inclusive Excellence & Diversity

Ms. Butts shared that there will be a Campus Climate Survey for the entire campus community, faculty, staff, and students, in February and March 2021. The survey is in alignment with the campus mission, vision, and value of inclusivity. The survey also honors the commitment to action that came out in July 2020 that stated specific actions that the campus community would take to ensure equity, to look at barriers to equity, and to identify systemic inequities and how they can be eliminated. The purpose of the survey is to collect data around the experiences of faculty, staff, and students, as they relate to campus climate. The collected information will be used to prioritize strategies to help improve the campus climate.

b. Transfer Credit – Jessica Wagoner, Senior AVP, Enrollment & Management Services

The presentation on Transfer Credit is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/12.02.20/tcr_dpr_presentation-senate-acsen.pdf.

The goals are as followed:

- Transfer Credit Report (TCR) posted by orientation
- TCR corrections from orientation and rule review to be completed by the fall add/drop date
- Degree Progress Report (DPR) initial review to be completed by spring advising
- Create and maintain a systematic process for transfer credit rule building and review
- Implement systematic posting of transfer credit once rules have been updated and validated

The following core functions of Admissions and the Registrar's Office describe what it takes to process transfer credits and get students ready for the incoming class:

Area	Core Functions	Tasks
Admissions	<ul style="list-style-type: none"> Final Admission Audits Initial Transfer Credit 	<ul style="list-style-type: none"> Re-calculation of transfer GPA Re-calculation of transfer units Verify Golden 4 and supplemental (if necessary) Verify ADT (if applicable) Review for No Rules, check TES/Assist Assign Articulated Course, GE Area or Elective Credit if No Rule Review for "W", repeats, etc.
Registrar's Office	<ul style="list-style-type: none"> Spring Graduation Clearance Initial Degree Progress review Transcript Indexing 	<ul style="list-style-type: none"> Review DPR for requirement completion Process adjustments to DPR (e.g. petitions, etc.) Review for repeats Coordinate with advisors GE certification Review TCR for major specific articulation Review and Manual update of transcripts to system

Brandon Tuck described that with a 30% increase in First Time Freshmen (FTF) with college credits, which is approximately 22% of the enrollment, and an increase in transfer students, more transfer credits need to be processed. In addition, a large number of fall 2020 transfer students (approximately 43%) went to at least two (2) institutions which increases the work in Admissions.

The following shows the number of transcripts processed for fall 2020 admission:

College Transcripts Processed (Fall 2020 Admission)

March 1 – April 30	4,256
May 1 – July 5	6,450
July 6 – July 24	3,082
July 25 – August 15	2,456
August 16 – September 15	<u>2,796</u>
Total	19,040

It was noted that due to COVID-19 exceptions, not all transcripts from fall 2020 applicants have been received. Incoming students are allowed to submit transcripts up until the start of the spring semester.

Daniel Parks talked about the strategies for rule building and maintenance, transcript receipt, and credit posting. Registrar Parks mentioned that there are currently 160,000+ rules currently in PeopleSoft and all those rules need to be maintained for students to get the proper information into their transfer credit report, so it is very important that we look at strategies to focus limited resources to get to our goals.

The following shows the strategies for rule building and maintenance:

Rule Building/Maintenance	Impact
<ul style="list-style-type: none"> • Do not maintain articulation rules for low volume institutions <ul style="list-style-type: none"> • Focus on top 30 feeders (from which CPP receives 50+ transcripts per admit term) • Concentrate on GE articulation (80% of transfers do not have ADT) • Develop and maintain articulation for “Gateway” courses, critical for major requirements & prerequisites (approximately 20 courses) 	<ul style="list-style-type: none"> • Reduces rule maintenance by 70,000 rules • Facilitates graduation and progress to degree
<ul style="list-style-type: none"> • Do not maintain articulation for: <ul style="list-style-type: none"> • Non-baccalaureate courses • Courses that do not have an impact on DPR (instead articulate to program specific electives) 	<ul style="list-style-type: none"> • Reduce maintenance of rules that do not have DPR impact (26,000+ rules)
<ul style="list-style-type: none"> • Implement early DPR review 	<ul style="list-style-type: none"> • Identify rules that are not automated

Additional transfer credit priorities include standardizing the format of course numbers to reduce the maintenance of duplicate rules due to inconsistent course numbering. Also, the Registrar’s Office will continue to engage campus partners to identify and work on areas that are causing problems.

Brandon Tuck from the Admissions Office covered the following strategies that will result in shortened document processing time and increased time for TCR processing:

- Expand e-transcript network
- Request initial transcripts from all admitted transfer students for coursework through the fall term
- Enforce transcript deadlines

This table describes some of the strategies for transfer credit processing.

Area	Strategies	Impact
Admissions	<ul style="list-style-type: none"> • Start of transfer credit upon deposit and transcript receipt (as early as March) <ul style="list-style-type: none"> • Stage transfer credit (prior to matriculation), batch post credit (upon matriculation) • Dynamically shift workload based on orientation date, receipt of transcript and deposit 	<ul style="list-style-type: none"> • Creates additional lead time for TC processing given increasing demands and volume
Registrar	<ul style="list-style-type: none"> • Support TCR posting during high volume periods (March/April & June/July) • Complete Initial DPR review (by Spring term) • Utilize TCR issues log for individual correction and rule review/correction 	<ul style="list-style-type: none"> • Doubles staff during peak TC processing period • Allows for early identification for TC corrections
AD/RO	<ul style="list-style-type: none"> • Explore batch TCR posting (U of A mod) when rules are stable 	<ul style="list-style-type: none"> • Automates TC posting, allowing Evaluator/TGA to manually post credit for courses without articulation rules

Senior AVP Wagoner explained that Enrollment Services is looking at a multi-prong approach

for all improvements. Multiple solutions will make this better, leveraging technology, changing processes, consistently enforcing deadlines, etc. All these strategies will get us closer to the goal of getting all Transfer Credit in the system before registration. The priority that these changes will be worked on is:

1. Focusing on accurate rules for:
 - Top 30 community college GE courses
 - “Gateway” courses
 - Standardize incoming data
 - Eliminate rule maintenance for non-baccalaureate courses
 - Articulate courses that do not have an impact on DPR to program-specific electives
2. Implement feedback and review loop
3. Pursue batch posting of credit (utilizing University of Arizona batch modification)
4. Prioritize major-specific rules
5. Enhance transparency with our campus partners
6. Establish systemwide focus group and survey for Transfer Credit

The December 2, 2020 Academic Senate Meeting adjourned at 5:09 p.m.