Minutes

of the Academic Senate Meeting
February 10, 2021

PRESENT:　　　　Aragon, Barding, Chase, Chaturvedi, Chen, Coburn, Davidov-Pardo, Fallah Fini, Gonzalez, Huerta, Huh, Kumar, Kwok, Lee, Lloyd, Milburn, Musgrave, Myers, Nelson, Ortenberg, Osborn, Pacleb, Puthoff, Quinn, Shen, Singh, Small, Snyder, Soper, Speak, Urey, Van, Von Glahn, Wachs

PROXIES:　　　　Senator Coburn for Senator Welke

ABSENT:　　　　Anderson, Flores, Van Buer

GUESTS:　　　　S. Alva, V. Bhavsar, N. Butts, J. Chong, S. Coley, S. Eskandari, H. Gilli-Elewy, B. Givens, T. Gomez, M. Guerrero, Y. He, L. Kessler, I. Levine, L. Massa, J. McGuthry, B. Quillian III, B. Quillian Jr., T. Roby, L. Roosa Millar, L. Rotunni, M. Sancho-Madriz, S. Shah, G. Tejadilla, F. Teves, A. Zakarian,

a.　　Academic Senate Minutes – October 28, 2020 and December 2, 2020

The October 28, 2020 Academic Senate Meeting minutes are located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/02.10.21/academic_senate_minutes_10-28-20_posted.pdf and the December 2, 2020 minutes are located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/02.10.21/academic_senate_minutes_12-02-20_posted.pdf.

M/s to approve the October 28, 2020 Academic Senate Meeting minutes. The motion passed with one (1) abstention.

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

2.　　Information Items
　　a.　Chair's Report

Chair Nelson reported there has been a considerable amount of discussion and negotiation that resulted in a new resolution about relaxing some of the expectations for use of student evaluations of teaching during this academic year. The negotiations were primarily between the administration and the California Faculty Association (CFA). Response rates for student evaluations were extremely low for the fall semester as compared to fall 2019. Student evaluation numbers are low enough to cause concern about what is being measured. Faculty members need to remind students that evaluations matter and ask them to submit the evaluations as requested.

　　b.　President's Report

President Coley stated that she hopes everyone had a restful, uneventful winter break and is staying healthy with the latest surge in COVID cases. The President thanked all for the tremendous investment in support for students. She acknowledged that this has been challenging as people are balancing home and work roles during the pandemic.

The President commented that at the end of fall 2020, students sent emails to their professors about how they felt about their professors. President Coley read the following excerpt of an email

from a student to their professor. "I just want to take a minute to thank you for all that you have done this semester. You have never failed to try and keep us engaged with the learning and curriculum being taught. I know it must have been hard to stay motivated yourself, especially when your students may come off as ungrateful. I think I speak for all your students when I say I appreciate the sense of normalcy you brought to our school days. I also want to thank you for always being flexible to accommodate your students' needs. Your dedication to your students does not go unnoticed. I appreciate all you have done this semester. Thank you again." President Coley also expressed her appreciation for the sacrifices and how the faculty has tried to work to accommodate and have the continuity of the learning experience for Cal Poly Pomona's students.

The President shared that Cal Poly Pomona has joined the statewide vaccination effort in partnership with a consortium of statewide health organizations by opening a mass vaccination hub. The vaccine hub is in Parking Structure 2 at the intersection of Temple Avenue and South Campus Drive. The consortium, initiated by Kaiser Permanente, includes Adventist Health, the California Medical Association, Dignity Health, and Futuro Health. California Primary Care Association will also be working with the consortium to ensure broad equitable access to the sites through its member federally qualified community health centers. Also, the American Red Cross has provided its expertise in site planning. The hub will help accelerate vaccine distribution to individuals following the state's phases and tiers, as developed by the California Department of Public Health (CDPH). The site will be operating seven (7) days per week and will have the capacity to vaccinate 10,000 people a day depending on vaccine availability. She commented that the massive media presence at the event launch demonstrates what an urgent and important need Cal Poly Pomona is helping to fill.

Vaccine distribution and continued preventive measures represent the crux of repopulating the campus. The LA Department of Public Health will be revisiting protocols for colleges and universities in March and President Coley anticipates having direction on allowable activities, including enhanced guidance for fall 2021, by mid-March. There is also ongoing coordination with the other four (4) CSUs in Los Angeles County to discuss issues of mutual concern.

President Coley communicated that Governor Newsom's budget proposal for 2021-22 was released on January 8, 2021, and there is $370 million proposed for the CSUs; $145 million in ongoing funds, and $225 million in one-time funds. The Chancellor's Office is currently evaluating the budget allocations for campuses. The President mentioned that it is important to remember for the current fiscal year the system had a $299 million reduction as a result of the pandemic. The current proposal does not indicate if the state will cover the costs of health benefits or if the campuses will need to cover those costs. If the Governor's proposal and CSU assumptions hold there will be no tuition increase, no system-initiated furloughs, and no system initiated layoffs for budgetary reasons. While discussing the importance of applied learning and career readiness, Governor Newsom named Cal Poly Pomona and its sister campus Cal Poly San Luis Obispo as two of the finest universities in the world. The CSU system is asking for restoration of the $299 million in addition to an amount dedicated specifically to student success efforts and an additional amount focused on deferred maintenance and facilities.

The President commented that the Early Exit Program application period ended on January 31, 2021. Initially, the program was set for CalPERS retirement eligible employees only, but the eligibility was expanded to include other groups. The units impacted by the retirements have been asked to look at different models of services, as well as using technology in new ways.

In January, the President met with local, and state elected officials to give a campus update and to discuss legislative priorities. As defined by the Trustees, the primary legislative priorities are at the state level investment in the CSUs for the fiscal year 2021-2022 in supporting the budget

request, as well as the college mental health program which would increase funding for mental health services on college campuses. At the Federal level, the goal is to support and have protections for Dreamers including restoring the Deferred Action for Childhood Arrivals (DACA), federal relief for the pandemic response, increasing the maximum Pell Grant amount, and restoring the cost of living adjustments.

President Coley is scheduling listening sessions with the colleges across the campus, as well as one-on-one with the Deans, as an opportunity to reflect on the campus experience over the past year. The goal is to better understand the experience with remote learning and consider the opportunities and challenges in the post-pandemic environment.

Nicole Butts will be leaving her role as the Presidential Associate for Inclusive Excellence and Diversity. She will be transitioning into a part-time role to aid the campus through the completion of the Inclusive Campus Survey which launches later in February. The President will be working with the Senate Executive Committee in moving forward with a replacement for Ms. Butts.

January 2021 marks the completion of President Coley's sixth year as President and the Trustee policy calls for a review of campus presidents every three years. The campus community received an email providing an opportunity to submit comments. There are other interviews and considerations conducted as part of the review. Campus policy 1325 allows for periodic review of MPP employees, specifically including all Vice Presidents. During the spring there will be a review for the Vice President for University Advancement, Daniel Montplaisir.

c. [Provost's Report]

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/02.10.21/2021.02.10_provosts_report_to_academic_senate_.pdf.

Provost Alva stated that the spring schedule continues to be primarily virtual. There are very few in-person components that have been thoroughly vetted for safety. Due to the current surge of the Coronavirus, in-person activities cannot begin until Monday, March 1, 2021.

The Provost mentioned that for fall 2021 planning, first and foremost every decision made will take into consideration all health and safety concerns that we currently face. Predictions state that in August 2021, the start of the fall semester, about 50% of the population in Los Angeles County will be protected from the Corona virus, either by vaccination or virus antibodies. It is being recommended that larger courses remain virtual since the larger spaces will be needed for socially distant in-person learning. Since scheduling for fall 2021 is very dynamic, the following are the guiding principles:

- Follow the guidance provided by the Los Angeles County Department of Public Health (LADPH) and the CSU Chancellor's Office.
- Assume that not all students and faculty will be ready to return to in-person instruction in the fall. Therefore, flexibility must be built into the class schedule and the course syllabi.
- Whenever possible, courses with multiple sections should include online sections as well as sections with in-person components.
- Priority for in-person instruction shall go to laboratory, activity, and other classes where hands-on learning and/or specialized equipment is essential to learning outcomes.
- Lecture classes with enrollment of 30 or more should be offered fully online. Laboratory or activity classes of that same size are also encouraged to be virtual. The mode of instruction for classes with fewer than 30 students will be decided by colleges and departments.

- Classes with in-person learning components, regardless of size, must ensure that appropriate social distancing guidelines are observed.

Provost Alva stated as part of the ongoing commitment to student success, the campus will be migrating to the Canvas learning management system (LMS). The Canvas LMS brings distinct advantages such as a more student-centered learning environment, consistency of the user interface from course to course, responsive design that works with a range of mobile devices, improved interaction with learning media, and compatibility with other useful software applications. It is important to note that all California community colleges and 16 CSU campuses use Canvas. The Provost requests that faculty use Canvas, at a minimum, to maintain the class syllabus, the gradebook, and to communicate with students. This ensures that the campus can quickly pivot from in-person to virtual learning and keep the continuity of learning for the students. There will be support to ensure a smooth migration from Blackboard to Canvas. The Center for the Advancement of Faculty Excellence (CAFÉ) will offer training sessions on Canvas.

All CSUs now require DUO application for 2-step authentication for all faculty, staff, and students to access campus information. Everyone is required to register by Thursday, April 8, 2021. After this date, you will not be able to log into campus systems without 2-step authentication.

d. Vice Chair's Report

NEW REFERRALS: (2)

FA-002-201   Revision and Updating of Policy 1329
GE-014-201   Update to Cal Poly Pomona General Education Program

SENATE REPORTS FORWARDED TO PRESIDENT: (1)

AS-2906-201-AA 2021-2022 Academic Calendar

PRESIDENT RESPONSES TO SENATE REPORTS: (6)

AS-2898-201-AP Program Review BS Anthropology and BS Geography – **APPROVED**
AS-2899-201-AP Program Review - Biological Sciences (BS and MS) – **APPROVED**
AS-2901-201-AA Modification of Semester Final Exam Calendar for Fall and Spring – **APPROVED**
AS-2904-201-AP Program Review – **APPROVED**
AS-2905-201-AP Academic Assessment Committee – **APPROVED**
AS-2906-201-AA 2021-2022 Academic Calendar – **APPROVED**

e. CSU Academic Senate Report

Senator Speak reported that the ASCSU had a plenary meeting in January and passed several resolutions that may be of interest. Senator Speak mentioned the following resolutions specifically:

- [AS-3455-20/FA, Protecting Fair Workload for Faculty in the CSU](#)
- [AS-3470-21/FA, Need for Compassionate Treatment for California State University Employees During the COVID-19 Pandemic](#)
- [AS-3458-20/FA, Disparate Impact of Technology on Underserved Students](#)
- [AS-3466-21/FA, Call for Internet Bandwidth Expansion for CSU Students, Faculty, Staff, and Administrators](#)
- [AS-3461-20/AA, Ongoing Collaboration on Ethnic Studies in the California State University](#)

- [AS-3467-21/FA, Condemnation of the Insurrection of January 6, 2021 in Washington, DC](#)

f. Budget Report

Senator Lloyd stated that there is no Budget Report this month, but the Budget Committee is scheduled to meet with Provost Alva and Associate Provost Eskandari to get an overview of the Academic Affairs budget.

g. CFA Report

Senator Von Glahn thanked Associate Provost Eskandari and AVP Sancho-Madriz for their time and input to the *Resolution Specifying Adjustments to the use of Student Evaluations* that will be discussed later in the meeting.

h. ASI Report

Senator Singh reported that the California State Student Association (CSSA) will introduce three (3) new resolutions at their February plenary:
- Fossil Fuel Divestment
- CSU Tuition-Free by 2030
- Reforming the University Police Department (UPD)

Senator Singh encouraged faculty to let their students know that the Poly Pantry has reopened.

Upcoming ASI Election deadlines:
- Applications due February 14, 2021 at 11:59 p.m.
- Voting ends March 11, 2021

i. Staff Report

No Staff Report given.

j. [Safer Return Task Force](#)

The Safer Return Task Force presentation is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/02.10.21/aademic-senate-srtf-update-2.12.21-rev.pdf.

Frances Teves, Assistant Vice President, Government and External Affairs Coordinator, COVID-19 Safer Return Task Force, presented.

M/s/p to delay the Academic Senate Committee Report time certain until after the Safer Return Task Force presentation is completed.

The Task Force participates in every briefing call with county and state health officials which are the Task Force's primary source of information. Each week there are anywhere from two (2) to six (6) briefings. Over the last 10 months, the Task Force has participated in over 250 briefing calls. As indicated in the presentation, the numbers are improving due to the interventions put in place to reduce the spread, social distancing, masks, and vaccinations. During the January 21st briefing call public health officials indicated that they will likely have an update for institutes of higher education in March that will help guide planning efforts. Los Angeles County has remained in the most restrictive tier since the start of the stay-at-home orders in March 2020. There have been no fundamental changes to campus operation since March 2020, but what public health has

indicated is that in March they will not allow more students to live on campus but they will give guidelines for other campus activities such as in-person instruction and loosening restrictions on art, theater, and practice rooms.

SITUTATIONAL AWARENESS

Los Angeles County is currently in the Widespread (purple) Tier Status.
* Adjusted: 7-day average of daily COVID-19 cases per 100K with 7-day lag, adjusted for number of tests performed

Metric	1/5	1/12	1/19	1/26	2/2	2/9
New COVID cases per day per 100k (Less than 7 for next tier)	65.8* (107.9)	77.0* (127.3)	75.3* (150.7)	48.2* (96.5)	38.7* (61.2)	31.7* (42.5)
Positivity Rate (5-8 % for next tier)	17.8%	20.5%	17.1%	13.9%	11.3%	9.5%
Equity Metric; Positivity Rate (5.3-8 % for next tier)	25.0%	26.3%	22.4%	18.3%	15.0%	13.0%

AVP Teves reported on cases related to campus. The information is shown below and it is updated on the Safer Return to Campus website every Tuesday. The university is subject to county, state, and federal reporting, and notification requirements. The campus is required to notify the appropriate authorities within one (1) business day of a laboratory confirmed case.

Cal Poly Pomona students and employees (faculty and staff) reported and confirmed positive by a laboratory since March 2020. *Numbers below are cumulative.*

Classification	On-Campus					Off-Campus				
	1/14	1/19	1/26	2/2	2/9	1/14	1/19	1/26	2/2	2/9
Student	22	27	30	31	31	117	122	124	133	138
Employee	52	57	62	65	66	21	23	23	24	24
Contractor	1	1	1	1	2	0	0	0	0	0
Total	75	85	92	96	99	138	145	147	157	162

As of February 9, 2021, the state had only received approximately 7 million vaccines for a population of over 39 million residents, with nearly 6 million residents over the age of 65. Because there are two does required, currently there are only enough vaccines to distribution to 3.5 million residents. The vaccination hub on campus receives an allocation outside of what county public health departments receive so the numbers presented do not reflect the hub on campus. AVP Teves stated that the current vaccinations did not go through the entire FDA approval process due to the expedited need, so right now the vaccines are allowed under an Emergency Use Authorization, which currently restricts employers from making the vaccine a requirement.

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

   a. FA-005-190, Revision to Policy 1310 – Management Personnel Plan (MPP) Appointments – **FIRST READING**

The first reading report for FA-005-190, Revision to Policy 1310 – Management Personnel Plan (MPP) Appointments, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/fa005190fr.pdf. The revisions to Policy 1310, Management Personnel Plan (MPP) Appointments are located on the Academic Senate website at https://academic.cpp.edu/senate/docs/FA005190fr_1.pdf.

Senator Von Glahn presented the report.

M/s to receive and file for FA-005-190, Revision to Policy 1310 – Management Personnel Plan (MPP) Appointments.

RECOMMENDATION:

The Faculty Affairs Committee recommends that the revised policy 1310 (Revision to Policy 1310 – Management Personnel Plan Appointments) be adopted.

DISCUSSION:

This is a long-needed update to Policy 1310, Management Personnel Plan (MPP) Appointments. Currently, there are inconsistencies between Policy 1310 and the procedures which must be followed by the search committee. The main reason for the disconnect is a lack of specificity in guiding the work of search committees, as well as the use of outdated specific titles for offices and positions. The lack of specificity is particularly challenging because committee members may not have previously served on an MPP search committee or may not have received training on the MPP search process. There are gaps in Policy 1310 that cause misinterpretation, insertion of unnecessary preferences in the search process, and procedures that are not aligned with standard hiring practices or the full spirit of shared governance. This misalignment between the policy and the search process could cause a search to fail or potentially end in a grievance or lawsuit against the University. Even under most optimal conditions, this misalignment brings about a lack of consistency from one search to the next.

These updates are the work of Senator Gonzales for her master project in the Master of Public Administration program.

b. AA-006-201, Updates to Course Designation Standards – **FIRST READING**

The first reading report for AA-006-201, Updates to Course Designation Standards, is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/aa006201fr.pdf.

Senator Wachs presented the report.

M/s to receive and file AA-006-201, Updates to Course Designation Standards.

RECOMMENDATION:

The Academic Affair Committee recommends the Academic Senate adopt the following instruction mode definitions:

Instruction Mode Definitions	
Face-to-Face:	Course meets face-to-face in a classroom (instructor + students in one location) for all of the course contact hours prescribed by the course classification and units. Syllabus, grades and course materials may be posted online.

Hybrid with Asynchronous Component:	Course uses both classroom and asynchronous instructional modes and meets face-to-face for a portion of the course contact hours prescribed by the course classification and units.
Hybrid with Synchronous Component:	Course uses both classroom and synchronous instructional modes and meets face-to-face for a portion of the course contact hours prescribed by the course classification and units.
Fully Asynchronous:	100% of the course instruction is delivered online in an asynchronous instruction mode. No scheduled meetings are required.
Fully Synchronous:	100% of the course instruction is delivered online or via remote broadcast in a synchronous instruction mode. Students do not need to be on campus for any portion of course work or evaluation.
Bisynchronous:	100% of the course instruction is delivered online using both synchronous and asynchronous instructional modes. The synchronous meeting pattern meets at an approved time module/meeting pattern.

Note

Asynchronous instruction is defined as online instruction that allows students to view instructional materials at any time.

Synchronous instruction is defined as online or remote broadcast instruction delivered during scheduled class meetings.

DISCUSSION:

These updates are required to bring instruction modes up to date with changes in technology. The committee assumes that in face-to-face instruction, faculty may still require on-line materials, syllabus, homework assignments, etc.

Provost Alva suggested a modification to the face-to-face definitions from "syllabus, grades and course materials may be posted online" to stronger language that conveys that the syllabus must be posted online, and course materials may be posted online. Senator Wachs suggested that the language should read that syllabus and grades are expected to be posted online. No amendments were made during the meeting.

c. AA-002-201, Remote Proctoring Policy – **SECOND READING**

The second reading for AA-002-201, Remote Proctoring Policy, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/aa002201sr.pdf.

Senator Wachs presented the report.

M/s to adopt 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 use of external 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 cause 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.

Chair Nelson added that she has been in conversations with Associate Provost Eskandari regarding the formation of the suggested ad hoc committee.

The motion to adopt AA-002-201, Remote Proctoring Policy, passed unanimously.

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

The second 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 https://academic.cpp.edu/senate/docs/ap002201sr.pdf.

Senator Small presented the report.

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.

The motion to adopt AP-002-201, New Self-Support Master of Science in Digital Supply Chain Management, passed unanimously.

4. New Business

   a. Election - College of Letters, Arts, and Social Sciences Executive Committee Representative

   Chair Nelson explained that Senator Hargis has resigned due to her approved sabbatical for the spring semester, so a replacement is needed for the CLASS representative on the Executive Committee. Senator Fallah-Fini, Chair of the Elections and Procedures Committee was then introduced.

   Senator Fallah-Fini stated that the following nominations have been received for the CLASS Executive Committee representative:

   - Neil Chaturvedi – Political Science
   - Rachel Van - History

   Both nominees accepted the nomination and gave brief statements. After the statements, the election was conducted, and Senator Chaturvedi was elected to the Executive Committee.

   b. Resolution Specifying Adjustments to the use of Student Evaluations conducted in the Academic Year 2020-2021 in current and future Periodic Evaluations and Performance Reviews of Faculty

   The resolution is located on the Academic Senate website at
   https://www.cpp.edu/senate/documents/resolutions/resolution_faculty_teaching_evaluation_adjust

ment_ay-2020-21_signed1.pdf.

M/s to adopt the *Resolution Specifying Adjustments to the use of Student Evaluations conducted in the Academic Year 2020-2021 in current and future Periodic Evaluations and Performance Reviews of Faculty*.

Chair Nelson explained that this resolution is the result of careful and thoughtful negotiation between the administration and the CFA. The Executive Committee has also had the opportunity to review and provide input to the resolution. Senator Nelson congratulated all parties involved on their spirit of collaboration.

Senator Singh inquired as to where the 50% number came from in the first resolved paragraph. Senator Von Glahn responded that working in consultation with the administration there was much conversation about what percentage was appropriate to give faculty flexibility to include student evaluation data in their reviews along with the letter in the Personnel Action File (PAF) stating the circumstances of this year related to the pandemic and the number 50% was chosen. This ensures that some evaluations are included in the performance review of faculty members.

Provost Alva added that the CBA requires that student evaluations for faculty performance are administered. This resolution allows the faculty member the opportunity to remove from the numerical calculations of teaching effectiveness standards that are embedded in departments in recognition of the situation that has been created by the pandemic, both from having to pivot to virtual learning but also recognizing the larger personal/professional impact that COVID has had on faculty.

The motion to adopt the *Resolution Specifying Adjustments to the use of Student Evaluations conducted in the Academic Year 2020-2021 in current and future Periodic Evaluations and Performance Reviews of Faculty* passed with one abstention.

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

   a. Campus Transition to Canvas – Sylvia Alva, Provost, Sep Eskandari, Associate Provost, John McGuthry, Vice President & Chief Information Officer, Victoria Bhavsar, Director, Center for the Advancement of Faculty Excellence, Teshia Roby, AVP, Learning & Research Technologies

   VP John McGuthry stated that there are three (3) distinct phases for the campus transition to Canvas:
   - Transition phase – working to connect all the technology. The contract for Canvas was signed in January and there have been test accounts created for testing. The production environment is in the construction phase. The current schedule shows that in April the campus community will be able to start using Canvas campus environment. There has been a Canvas partner hired to move all Blackboard content to Canvas. The migration of Blackboard content will start as soon as the Canvas campus environment is finished. VP McGuthry acknowledged that this process will not be perfect. The priority of the integration will be courses that are going to be taught in the summer, followed by courses that will be taught in the fall.
   - Support – the campus has invested in Canvas 24/7 support starting this summer and going through spring 2022. This additional support will take some of the burden off the Center for Advancement of Faculty Excellence (CAFÉ) who will be providing training for the Canvas platform. The summer term will support both Canvas and Blackboard environments.
   - Full operation of Canvas will begin in fall 2021. The Blackboard environment will be available for faculty for reference for past materials, but it will not be available to students.

Question: Will student assignments that were submitted on Blackboard be available after the transition to Blackboard?

AVP Roby responded that there is an archive policy in place.   Seven (7) years of content will continue to be maintained in Blackboard and Canvas. For example, the first year on Canvas will have 7 years of Blackboard content archived and zero years of Canvas content, the second year on Canvas will have the first year of Canvas content and 6 years of Blackboard content archived, etc. She added that through spring 2023 faculty will have access to Blackboard to retrieve content.

Question: When the transition to Canvas occurs, how long will students have access to their work on Blackboard?

AVP Roby answered that after fall 2021, when the transition to Canvas is complete, students will no longer have access to Blackboard.

b. Campus Inclusion Survey – Nicole Butts, Presidential Associate for Inclusive Excellence and Diversity

On February 22, 2021, the Inclusive Campus Survey will be launched. The purpose of the survey is to collect and analyze data on how different communities experience the campus. This data will allow the administration to assess the extent to which diversity and inclusion play an integral role on our campus and will help assess the community's experiences, identify problem areas, prioritize key issues and concerns, and strategize ways to build a learning and working environment in which everyone feels welcome, safe, and respected.

The survey is available from February 22 through March 19, 2021. There are four (4) unique surveys, faculty, students, staff, and administrators. The survey is confidential, but it is not anonymous. There is an email attached to the survey. Once the survey is received, the emails will be removed so individuals will not be identified.

The raw data will come back from the vendor at the end of March or in early April and summary information will be provided to the campus community. There will be focus groups formed to gain greater insight into the findings. There will be immediate-, short-, medium- and long-term actions developed based on the data. There will be another survey in three years to measure against the first survey as the benchmark.

c. Lanterman Update – Ben F. Quillian, Special Advisor to the President

The Lanterman Update is available on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/02.10.21/lanterman-memo-bfq-01.25.21---academic-senate.pdf.

Dr. Quillian reminded people that the university issued a Request for Proposals (RFP) in 2017 to solicit proposals for the development of the 300-acre site formerly known as the Lanterman Development Center. The project was envisioned to be a mixed-use development that would support and enhance the educational mission and values of the university and provide benefits to the surrounding communities.

A campus committee comprised of administrators, faculty, staff, students, and a representative of the City of Pomona reviewed the responses and recommended to President Coley FivePoint Holdings, LLC. Discussions with FivePoint then began to put in place the Exclusive Negotiation Agreement (ENA). Work on the ENA was nearly complete, but in April of last year FivePoint

informed the campus that it would not be able to continue as the developer partner due to internal organizational changes. Although this was a setback, the discussions with FivePoint and the input received from the broad-based campus advisory committee that had been established at that time provided valuable insights and better understandings of how to proceed with the development of the property.

Dr. Quillian stated that President Coley believes that the needs and opportunities to develop the property are now greater than ever and the redevelopment of the property offers the promise of accelerating economic and social recovery post pandemic. In addition, Lanterman has been designated as an Opportunity Zone, meaning developers will be giving significant incentives for investments in the property. Another RFP was issued in January and has generated significant interest in the property. Proposals are due in April and President Coley is asking for the establishment of a **Developer Selection Committee** to review the responses and provide advice. The committee is to include: a representative of the Academic Senate; a representative of the Provost; an Associated Students, Inc. representative; and a representative of the Pomona City Manager's Office. The objective is to help identify a developer who demonstrates: an appreciation and understanding of Cal Poly Pomona's mission and values; a willingness to listen and engage in a consultative process with faculty, staff, and students; and a creative and futuristic vision for the property that will provide revenue for the campus and benefits to the region.

A second advisory committee, the **Master Development Plan Advisory Committee**, will be established later to include additional faculty members, chairs, deans, academic and student affairs administrators, students, and staff. That larger more encompassing advisory committee will be charged to work closely with the selected developer to share ideas and react to the developer's plans. The said committee will be established following the execution of a new ENA, at which time the planning work of the selected developer will begin in earnest.

The February 10, 2021 Academic Senate Meeting adjourned at 5:17 p.m.