

Minutes

of the Academic Senate Meeting
March 10, 2021

PRESENT: Anderson, Aragon, Barding, Chase, Chaturvedi, Chen, Coburn, Corley, 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, Van Buer, Von Glahn, Wachs, Welke

PROXIES:

ABSENT: Flores

GUESTS: J. Andelin, J. Baez, M. Barragan, A. Baski, V. Bhavsar, L. Bricker, R. Capacete, J. Crawford, M. Danico, K. Daniels, B. Davila, S. Dixon, J. Ebue, S. Eskandari, K. Forward, S. Garver, H. Gilli-Elewy, M. Guerrero, P. Hanink, S. Haren, R. Jackman, L. Kessler, C. LaMunyon, I. Levine, T. Lew, L. Massa, S. McCauley, J. McGuthry, N. Merlino, C. Merrill, H. Mireles, A. Narayan, A. Ocampo, D. Parks, B. Quillian, T. Roby, L. Roosa Millar, L. Rotunni, M. Sancho-Madriz, C. Santiago-Gonzalez, F. Teves, G. Tejadilla, B. Tuck, N. Vance, J. Wagoner, A. Ysais,

Chair Nelson welcomed the new senator from the College of Letters, Arts, and Social Sciences, Liam Corley.

1. Academic Senate Minutes – February 10, 2021

M/s to postpone the February 10, 2021 Academic Senate Meeting minutes until the next meeting, April 14, 2021.

The motion to postpone the meeting minutes passed unanimously.

2. Information Items

a. Chair's Report

Chair Nelson reminded everyone about the Inclusive Campus Survey which will be open until March 19, 2021. The link to the survey is contained in an email that was sent on February 22, 2021. Dr. Nelson stated that as a member of the Inclusive Excellence Council, by virtue of her role as Academic Senate Chair, she asked all in attendance to encourage their peers to take the survey. The survey is confidential, but not anonymous, but the data will be aggregated in such a way that no personal information will be included. It is important to get a baseline of the status of the campus climate to assess the effectiveness of interventions to improve it.

Senator Wachs stated that she understands that the survey data will be aggregated to not include personal information, but it is not clear who will have access to raw data. She encouraged that in the future, any surveys of this type obtain Institutional Review Board (IRB) approval. When you have IRB approval the raw data is limited to the people specified in the IRB proposal, but in the case of this survey, it is hard to have confidence that it is limited to the right people. Chair Nelson thanked Senator Wachs for her concern and commented that this was discussed extensively and there was consultation with the IRB. It was decided to send the survey out without IRB approval.

There will be a virtual emeritus celebration that will include both this year's and last year's recipients on May 7, 2021 from 2:00 to 4:00 p.m. The last Academic Senate meeting of the academic year is May 5th and it will be a business meeting to approve GE Area F courses.

Chair Nelson thanked everyone who participated in the Forum on the Future of GE at Cal Poly Pomona on March 9, 2021.

b. President's Report

President Coley thanked the Academic Senate for their ongoing support of the campus mission during this very challenging time.

The Office of Student Success was referred to in a *Los Angeles Times* article. The Higher Education reporter for the *LA Times* interviewed Dr. Santiago-González, AVP for Strategic Initiatives for Student Success, and Zoe Lance, Communications Specialist for the Office of Student Success, regarding the importance of CPP's Billy Chat artificial intelligence program during the pandemic. The President also recognized Cynthia Peters, Senior Communications Specialist, for engaging the media to describe some of the many innovative efforts in support of student success that are underway at Cal Poly Pomona.

On February 23, 2021, Governor Newsom signed a \$7.6 billion economic relief package, and the President reported that the legislature restored the \$299 million in recurring funding for the CSU that had been cut during the current fiscal year. This funding restoration will take effect on July 1, 2021, but at this time there is no understanding of what that means for Cal Poly Pomona.

The Early Exit Program (EEP) officially closed on January 31, 2021. Ninety-one employees took advantage of the program. Final figures of total participation and the budget implications will be available in April. Understandably, the consequence of this program is the loss of talent and experience. A portion of the savings will be used for training, re-organization, and innovation, and to ensure resources are being utilized effectively. Employee Organizational Development and Advancement (EODA) is working closely with HEERA managers to address this issue thoughtfully and strategically. Where appropriate, some staff are returning as temporary retired annuitants until more permanent solutions are available.

President Coley commented that the Inclusive Campus Survey launched on February 22, 2021 is the first formal assessment of student, faculty, and staff insights into their experiences at Cal Poly Pomona. It also provides a way to understand the strengths and challenges in fostering diversity and inclusion and creating the desired climate on campus.

Cal Poly Pomona has announced plans for drive-in commencement celebrations at the Fairplex, in addition to virtual ceremonies for the Class of 2020 and the Class of 2021. The drive-in ceremonies will take place from May 20 through 23, 2021, with virtual ceremonies on Saturday, May 29, and Sunday, May 30. There will be 20 in-person events because there is a limit on the number of cars per ceremony.

c. Provost's Report

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/03.10.21/provosts_report_to_academic_senate_2021-03-10.pdf.

Provost Alva commented that the campus is coming up on the one-year anniversary of

transitioning to remote learning, teaching, and work. It was a two-day pivot from being on-campus to being off-campus while engaging in the business of the university. Now we are planning for the return to campus physically and thinking about how to do that with intention and purpose, and with a broad understanding that there is still a lot that is not fully understood about the current situation. All indications are that concerns related to the pandemic are improving at a very encouraging rate.

Associate Provost Eskandari provided a quick overview of fall 2021 planning. Dr. Eskandari stated that not all students and faculty will be ready to return to in-person teaching/learning in the fall. Therefore, flexibility must be built into the class schedule and course syllabi. Dr. Eskandari commented that fall should be considered a “transition semester” as the campus establishes a new normal. Priority for in-person instruction will be given to laboratories, activities, internships, and other classes where hands-on learning and specialized equipment is essential to learning outcomes. Whenever possible, for courses with multiple segments, departments will include online sections as well as sections with in-person components. Classes will remain online for the duration of the semester. This allows for both faculty and students to do the planning and preparation needed for the fall semester. Many departments are choosing hybrid instruction, which provides the greatest flexibility to scale up or down the frequency of in-person activity depending on public health conditions.

HyFlex is three instruction modes in one: the instructor is in the room teaching, but students have the choice to attend in-person, stream it live online, or watch it on their own time later. The model gives maximum flexibility to students. This is both a challenging way to teach and can be challenging for learners who must make choices about how to participate in ways that work best for their learning and situation. There will be a pilot in the fall with a total of 23 faculty, with each offering one HyFlex class. Each will have an assigned student assistant to help with the technology and the monitoring of the synchronous online experience. Both the faculty and student will be trained in all the new technology going into the rooms that are being specially outfitted for HyFlex.

Classes with in-person learning components, regardless of size, must ensure that appropriate social distancing and other risk mitigation measures are observed. Therefore, classes with an enrollment of 30 or more will be fully online. In any given instructional space, there will be a minimum 30-minute passing time to allow for a socially distanced flow of students in and out of class and allow for appropriate circulation of air in the space.

Provost Alva commented that the campus has been engaged in several public hearings to communicate to applicants and stakeholder institutions that Cal Poly Pomona will be updating the impactation plan. Four programs that do not meet capacity will be unimpacted: Music – Music Industry Option, Biotechnology, Environmental Biology, and Physics. The following two (2) programs will be impacted:

- Psychology (freshmen and transfer students)
- Sociology (transfer students only)

Associate Provost Gomez presented the following slide on Student Success:

Student Success

- **Progress Reports:**

- Week 5-7 progress reports closed on March 7
- The final progress report of the term run March 22 – April 11
 - More information: <https://www.cpp.edu/advising/progress-reports/index.shtml>

- **Summer Boost and Summer Completion Grants:**

- F 19 and F 20 Freshmen are eligible for 6 units of funding to complete: A1, A2, A3, B4, D1 & D2 courses this summer.
 - More information: <https://www.cpp.edu/studentssuccess/bronco-advising-center/summer-boost.shtml>
- Seniors who are eligible to complete their degree in Summer 2021 are eligible for funding up to 9 units.
 - More information: <https://www.cpp.edu/studentssuccess/bronco-advising-center/summer-completion-grant-initiative.shtml>

- **CPP Connect Planner:**

- OSS continues to offer trainings for departments to become familiar with CPP Connect's Planner
- Contact cppconnect@cpp.edu to schedule a workshop for your department



Provost Alva reminded everyone that the CSU and Cal Poly Pomona now require 2-step authentication for all faculty, staff, and students to access campus information systems. After Thursday, April 8, 2021, you will not be able to log into campus systems without 2-step authentication.

d. Vice Chair's Report

NEW REFERRALS: (11)

AA-008-201	Summer Session Class Schedule Time Modules and Final Examination Days and Times
GE-015-201	EWS 1401 – Introduction to Ethnic Studies (GE Area F; currently EWS 1400-D3)
GE-016-201	EWS 2011 – African American Historical Experience (GE Area F; currently EWS 2010-D3)
GE-017-201	EWS 2021 – Latina and Latino American Historical Experience (GE Area F; currently EWS 2020-D3)
GE-018-201	EWS 2031 – Native American Historical Experience (GE Area F)
GE-019-201	EWS 2041 – Asian American Historical Experience (GE Area F; currently EWS 2040-D3)
GE-020-201	EWS 1250/AMM 1250 – Race, Ethnicity, and the American Consumer (GE Area F; new cross-listed course proposed for GE Area F)
GE-021-201	EWS 2250/LA 2250 – The Japanese American Experience and the California Landscape (GE Area F; new cross-listed course proposed for GE Area F)
GE-022-201	EWS 2600/IGE 2600 – Digital Culture, Race, and Ethnicity (GE Area F; new cross-listed course proposed for GE Area F)
GE-029-201	IGE 2150 – Ways of Doing: Culture, Society, Science, and Sustainability AND IGE 2250 – Encountering Difference: Culture and Power (GE Sub-areas C2 and D1)
GE-030-201	IGE 2350 – Empires, States, and Peoples: Cultural Contact and Exchange (GE Sub-area C1)

SENATE REPORTS FORWARDED TO PRESIDENT: (2)

AS-2907-201-AA Remote Proctoring Policy
 AS-2908-201-AP New Self-Support Master of Science in Digital Supply Change Management

PRESIDENT RESPONSES TO SENATE REPORTS: (1)

AS-2908-201-AP New Self-Support Master of Science in Digital Supply Change Management–
APPROVED

e. CSU Academic Senate Report

Senator Speak reported ongoing work between plenary sessions of the ASCSU and noted a statewide legislative/executive focus on access to higher education, particularly concerning transfers.

f. Budget Report

The Budget Report is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2020-21/03.10.21/budget-report-march-2021.pdf>.

Supporting documentation:

- [Presentation | Academic Affairs Meeting with Budget Committee](#)
- [Presentation | CSU Budget](#)
- [Presentation | State Legislative Representation that Serve the CPP Campus Community](#)

Senator Lloyd reported that the Budget Committee met with Provost Alva and Associate Provost Eskandari to get an overview of the Academic Affairs Division budget on February 17, 2021. There was extensive conversation on the COVID-related budget cuts and how those impacted Academic Affairs. The total 2020-2021 Academic Affairs Division budget was \$133 million which consisted of \$122 million base and \$11 million one-time funds. Senator Lloyd explained that base budget is the recurring funding that comes from the state and is mostly prioritized for faculty and staff salaries. One-time funding is non-recurring and is designated for projects or may come from the previous year's savings. Out of the \$20 million reduction due to budget cuts, Academic Affairs portion was \$11 million. There was a one-time reserve backfill of approximately \$3 million, so the total shortfall for Academic Affairs was \$8 million.

Instruction was a priority when making budget decisions for the academic year. It was important to maintain course offerings and base funding for faculty and staff. There was also a priority for funding for bottle-neck courses and maintaining professional development, and Teacher-Scholar awards.

Some of the following cost-cutting strategies were employed:

- Capture base budget salary savings from retirements and departures. Reallocate to support existing faculty salary/benefits.
- Move some faculty support programs and student assistants to one-time funding.
- Use actual cost for lecturer replacement for professional leaves and assigned time.
- Cut operating budgets (office supplies, etc.)
- Cut travel budget.
- Use federal work-study funds for student assistants.
- Early Exit Program (EEP)

The Budget Committee met with Frances Teves and Michelle Viorato from the Office of Government and External Affairs on March 3, 2021, to discuss the 2021-2022 budget. Senator Lloyd mentioned that the governor's budget restores the \$299 million that was cut from last year's CSU budget. The CSU requested an additional base funding of \$365 million for a total of \$509 million and additional one-time funding of \$571 million for a total of \$796 million. A majority of the one-time funding is needed for infrastructure. There was also a discussion of the attempt to get the requested funding in the governor's May revise which is May 15, 2021. This will involve working with some key members in the legislature to advocate for the additional funding.

g. CFA Report

Senator Von Glahn commented that, as the campus is continuing to discuss repopulation and what the future of the university will look like, it is even more important that there are tenure-track and lecturer representatives on CFA. This will ensure that the faculty's voice is heard in the process.

h. ASI Report

Senator Singh reported that the last Cal State Student Association (CSSA) meeting hosted the California Higher Education Student Summit (CHESS). CHESS is an annual conference that empowers students to become change agents in advocating for an accessible, affordable, and quality system of higher education for all Californians.

There was a meeting between ASI and the President's Cabinet to discuss how technology can be better used to digitize the student experience. There was also a discussion regarding the priorities of student life and what worked in a remote context.

Senator Singh commented that a resolution on no-confidence in the University Police Department is currently being considered by ASI.

i. Staff Report

The Staff Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2020-21/03.10.21/2021.03.10_academic-senate-staff-report.pdf.

Senator Gonzales reported that on March 15, 2021, the *Greater Colleges to Work for Survey* will be distributed to random faculty and staff. Those included in this random sample will receive an invitation with details about the program and how to access the survey. The survey is voluntary and completely confidential; Cal Poly Pomona will not be able to trace results back to individuals.

There are some upcoming training sessions on the [Employee and Organizational Development and Advancement \(EODA\) website](#).

Senator Gonzales asked that since EEP impacted a great number of staff positions and increased staff workload in some departments, please be patient with staff members as they are trying to work through all the gaps from the vacant positions.

Staff Appreciation Week will be May 24 – 26, 2021. The workshops will be open to everyone in the campus community.

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/2020-21/03.10.21/academic-senate-meeting.3.10.21v2_fdt.pdf.

Frances Teves, Coordinator, Safer Return Task Force, reported the following data on Los Angeles County.

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	7/2020	1/2021	2/9	2/23	3/2	3/9
New COVID cases per day per 100k (Less than 7 for next tier)	88 (actual)	65.8* (107.9)	31.7* (42.5)	12.3* (16.5)	7.2* (9.7)	5.2* (6.9)
Positivity Rate (5-8 % for next tier)	9.5%	17.8%	9.5%	5.1%	3.5%	2.5%
Equity Metric; Positivity Rate (5.3-8 % for next tier)	n/a	25.0%	13.0%	7.5%	5.1%	3.6%

Current LA County Metrics as of 3/9/21

- 1,337 new cases and 1,205,276 total cases reported
- 70 new deaths and 22,099 total deaths reported
- 1,119 people currently hospitalized with COVID-19; 30% are in the ICU; 800 hospitalized pre-surge (early November).
- 5,905,000 individuals tested to date with 19% of people testing positive.
- 27.6% ICU capacity remaining in the Southern California Region. (3/9) (40.3% 4-week (April 6) Projected ICU Capacity.)

Points of Note

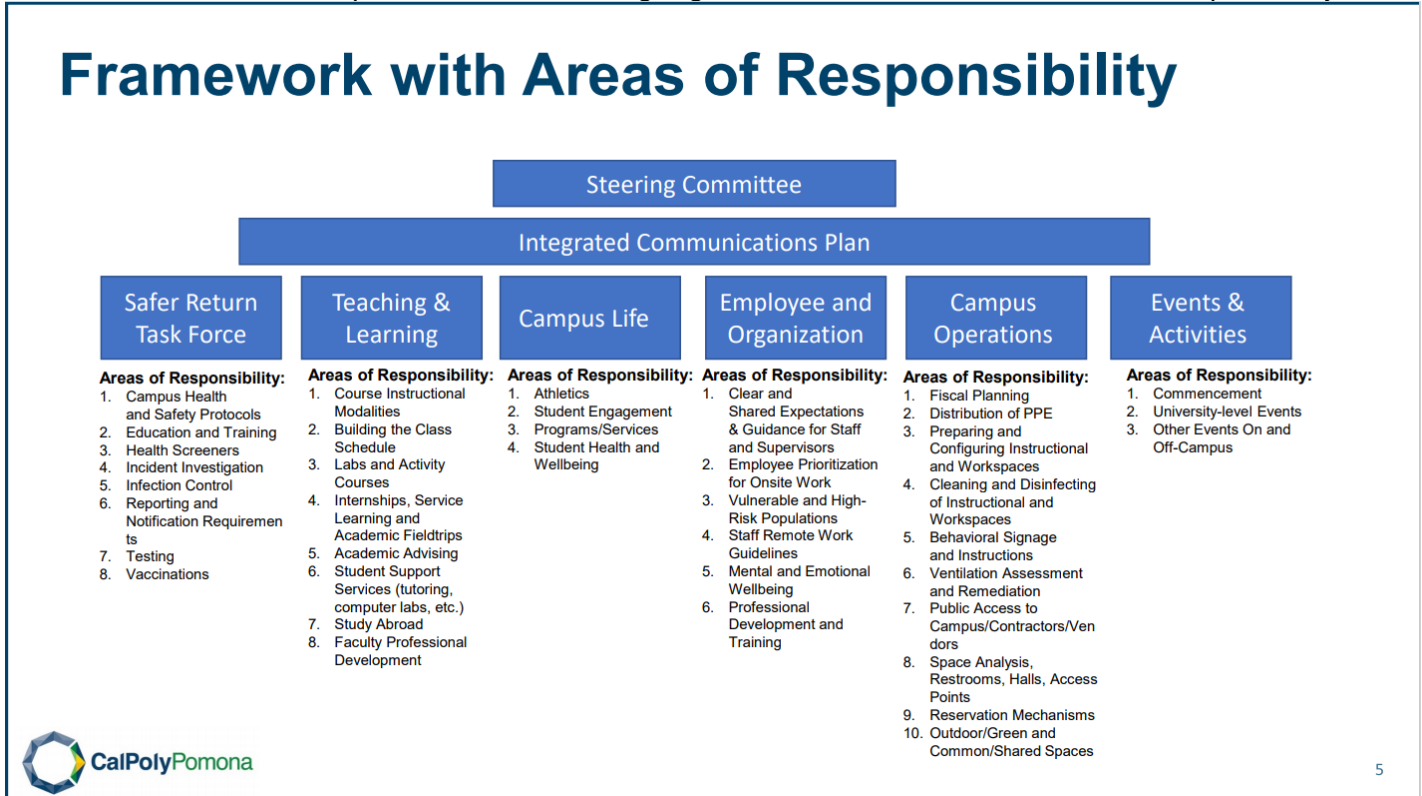
- LA County has met the threshold for the **Red tier**, with a current case rate of **5.2**; must hold metrics for 2 weeks before official move. **Expected move would be 3/17/20.**
- Governor's Office is expected to issue updated IHE guidance by week of March 15. LACDPH is hosting a briefing call for IHE's on March 10.**

Now that LA County will be moving into the Red tier, the campus has started to make plans for repopulation. Guided by the principles of safeguarding the health, safety, and well-being of the campus community and enabling degree progression for the largest number of students, the repopulation framework is informed by four (4) principles:

1. Prioritizing the health and safety of members of the campus community
2. Protecting and supporting the educational mission of academic excellence
3. Making decisions grounded in values of equity and inclusion
4. Providing timely and transparent communication and obtaining input from all stakeholders

The new framework requires broad participation from the campus community, including faculty.

Frances Teves presented the following organizational framework and areas of responsibility:



Students, faculty, and staff will be part of the six (6) main working groups organized into relevant sub-groups, building off and leveraging the existing work of the Safer Return Task Force that will continue to focus on providing health and safety, and ensuring compliance with state, county, and federal guidelines. Each working group will address an important aspect of campus operational continuity, as well as gradually increase campus population density, and the corresponding necessary support structures. Each working group will be charged with identifying key issues that must be addressed, outlining potential scenarios for phased re-opening, identifying tools and services to be provided for each phase of re-opening, determining the infrastructure needed, identifying interdependencies with other tasks and milestones of other working groups, and then working with the integrated communications planning team to assure a coordinated and timely communications effort.

The Safer Return Task Force is developing a series of planning assumptions and considerations. It is important to note that planning for fall is being performed with cautious optimism. The team is also pragmatic in recognizing the constraints. The team is working with a set of assumptions in an ever-changing policy landscape. There are many external factors that can impact planning for the fall.

3. [Academic Senate Committee Reports – Time Certain 3:45 p.m.](#)
 - a. [FA-005-190, Revision to Policy 1310 – Management Personnel Plan \(MPP\) Appointments – SECOND READING](#)

The second 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/fa005190sr.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/FA005190sr_1.pdf.

Senator Von Glahn presented the report.

M/s to adopt FA-005-190, Revision to Policy 1310- Management Personnel Plan (MPP) Appointments.

RECOMMENDATION:

The Faculty Affairs Committee recommends that the [revised policy 1310](#), Management Personnel Plan (MPP) Appointments, be adopted.

DISCUSSION:

Senator Von Glahn stated that the only feedback received since the first reading is that the Diversity Officer title has changed, and the report has been updated to reflect that change.

The motion to adopt FA-005-190, Revision to Policy 1310 - Management Personnel Plan (MPP) Appointments, passed with two (2) abstentions.

b. [AA-006-201, Updates to Course Designation Standards – SECOND READING](#)

The second reading report for AA-006-201, Updates to Course Designation Standards, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa006201sr.pdf>.

Senator Wachs presented the report.

M/s to adopt 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. Course meets face to face for a portion of the course contact hours and meets synchronously online for the remainder of the course contact hours
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 contact hours are 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. Some portion of the contact hours is synchronous, with the synchronous meeting

	pattern following an approved time module/pattern. Other course work is asynchronous. Students do not need to be on campus for any portion of course work or evaluation.
Hybrid Bisynchronous:	Course uses classroom, synchronous, and asynchronous instructional modes, and meets face-to-face for a portion of the course contact hours prescribed by the course classification and units.
<p>Note</p> <p>Asynchronous instruction is defined as online instruction that allows students to view instructional materials at any time.</p> <p>Synchronous instruction is defined as online or remote broadcast instruction delivered during scheduled class meetings.</p>	

DISCUSSION:

Senator Wachs stated that the report has been updated to reflect the new instructional mode, “hybrid bisynchronous”, which captures the new Hyflex model that was discussed in the Provost’s Report.

The motion to adopt AA-006-201, Updates to Course Designation Standards, passed with two (2) abstentions.

c. [AA-007-201, Alternative Transportation Committee \(ATC\) Bylaws – FIRST READING](#)

The first reading report for AA-007-201, Alternative Transportation Committee (ATC) Bylaws, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa007201fr.pdf>.

Senator Wachs presented the report.

RECOMMENDATION:

The committee recommends approving the ATC Committee Bylaws. The bylaws are included below for your reference.

CPP Alternative Transportation Committee
Draft Bylaws

PURPOSE

Education Code Section 89701(b)(4) and adopted Parking & Transportation policy of the CSU require each CSU campus to form an Alternative Transportation Committee (ATC) and investigate and consider alternative transportation strategies, as determined by that Committee, before any funds can be allocated for the construction of parking facilities.

The purpose of the ATC is to assist the campus in identifying and prioritizing recommended opportunities to improve pedestrian, bicycling, transit and other non-single occupancy vehicle commute modes to overcome barriers to their use by members of the campus community. The Committee shall be responsible for analyzing and evaluating the campus' existing transportation programs and challenges and recommending plans and strategies to increase equitable access, and cost-effective and sustainable transportation options.

Since May 2017, Cal Poly Pomona has had a standing Transportation Advisory Committee (TAC) that has been charged with a similar role and function at the University. The purpose of the TAC has been to advise the University on issues, priorities, and policies related to campus transportation. This Committee originated as an ASI ad hoc TAC in response to Alternative Transportation resolutions passed by the ASI Senate and the Academic Senate, respectively. The members of the TAC voted unanimously to support a more permanent, campus-wide iteration of the Committee, after consultation with the President's Office and both the ASI Senate and Academic Senate.

The purpose of these Bylaws is to officially align and merge the functions of the TAC with the new, CSU mandated Alternative Transportation Committee (ATC) requirements and composition. This new standing Committee will replace the former TAC, but its charge and the shared-governance decision-making structure, which are rooted in the origins of the TAC, shall remain. The new ATC will take effect in Fall 2021, after approval of the Academic Senate and ASI Senate, with AY 2020-21 being a transition period.

BACKGROUND

An ASI ad hoc Transportation Advisory Committee (TAC) was established in 2016-2017 in response to an ASI Senate resolution (ASI SR 2015-2016:01) passed in November 2015, and a subsequent Academic Senate resolution calling, in part, for the University to promote alternative transportation, make the campus more accessible by transit and bicycle, as well as explore improvements in pedestrian safety. Such an outcome required collaboration with the University, local governments, and area transit agencies. Because the effort to plan and implement such programs and infrastructure improvements impacted the campus beyond the 2016-2017 academic year, the ASI Senate and Academic Senate agreed to make the ad hoc committee a permanent, university-wide committee in May 2017 to provide outreach to the campus community and advice to the University on these important issues that are germane to the University's commitments to equity, access, affordability, student success, and environmental sustainability.

BYLAWS

The Committee will maintain written bylaws that include, but are not limited to, name and purpose, committee membership criteria, appointment process, terms of office for the Committee members, general procedures of the committee, member duties, meeting schedule, and the general noticing requirements and engagement processes.

The rules contained in the current edition of Roberts Rules of Order newly revised shall govern the Committee's conduct of business to the extent that they are not inconsistent with these bylaws.

These bylaws may be amended by a majority vote of the Committee.

ROLE AND RESPONSIBILITIES

Among other activities, the Committee will:

1. Facilitate the discussion of sustainable transportation options to and from campus;
2. Facilitate education and awareness of transportation services on campus;
3. Provide guidance to the University based on feedback from students, faculty, and staff regarding transportation matters;
4. Develop a report of the campus' transportation needs and recommendations to increase bicycle, pedestrian and transit commute mode share and improve campus user and visitor experience;
5. Provide representation on the Campus Master Plan Committee and input on the transportation elements of the Campus Master Plan, and monitor implementation of those elements;
6. Provide input to the development of the campus Transportation Demand Management (TDM) Plan, which is aimed at reducing single occupancy vehicles (SOV) usage and vehicle miles traveled (VMT) to campus;
7. Evaluate the effectiveness of the campus' TDM strategies through cost/benefit analysis and hourly utilization of various transportation modes;

8. Identify and recommend TDM strategies to prioritize for campus investment and help request/seek funding for those strategies;
9. Use campus transportation performance data to recommend new programs and/or changes in strategy;
10. Assist in determining the need for the construction of new parking assets or improvement of existing parking assets;
11. In the event a new parking improvement and/or facility is needed, provide a letter to confirm the recommendation of the Alternative Transportation Committee;
12. Prepare annual report to the President and University Cabinet, and periodic updates to the ASI Senate, Academic Senate and Staff Council.

In carrying out its purpose, the Committee shall:

- Provide a campus forum for the discussion of transportation and mobility concerns, and a means to convey campus community views on parking and transportation matters, and needed alternative transportation improvements to the President's Office.
- Assist in the dissemination of information about transportation services to the various ridership groups, such as: faculty/staff, students, low-income residents, individuals with limited English proficiency (LEP), and individuals with disabilities, throughout campus.

Members of the Committee are asked to:

- Come prepared to achieve meeting objectives described in the published agenda
- Listen and appreciate a diversity of views and opinions
- Actively participate
- Focus on the agreed scope of the Committee
- Attend all meetings in a timely manner
- Notify the Executive Director/Chairperson if unable to attend a meeting
- Support and respect each other's opinions
- Not speak to the media on behalf of the group unless consent has been provided in writing from the Executive Director/Chairperson

COMMITTEE MEMBERSHIP AND APPOINTMENT PROCESS

The standing Committee will be comprised of eleven (11) members, including 9 voting member and 2 non-voting members. The membership of the ATC will be determined by the President or his/her designee and will consist of:

1. Two (2) students - recommended by the President, and/or Associated Students, Inc.; 1-year term (may be reappointed)
2. Two (2) faculty - recommended by the Academic Senate; 2-year term (may be reappointed)
3. Two (2) staff representatives; 2-year term (may be reappointed)
4. Executive Director of Transportation & Planning - Chairperson; Ex-Officio; indefinite term
5. Parking Director - Ex-Officio; indefinite term
6. Sustainability Coordinator - Ex-Officio; indefinite term
7. One (1) representative from the Chancellor's Office - designated by the Chancellor's Office, non-voting member; indefinite term
8. <optional> Local transportation agency representatives; Ex-Officio, non-voting member; indefinite term

Recommendations for membership from campus constituencies should consider the backgrounds of the persons selected to ensure that faculty/staff and students with disabilities and students from disadvantage communities are represented. Committee members should be knowledgeable about the public transportation and bicycle/pedestrian needs of students and faculty/staff.

A member whose term has expired may apply and be considered for re-appointment through the established nomination and appointment process. There is no limit on the number of times a member may be re-appointed to serve on the Committee.

RESIGNATIONS/VACANCIES

Should a member need to resign from the Committee, they may do so by informing the Chairperson in writing. At such time, the Committee may fill the vacancy by the appointment process. When a vacancy occurs, the Chairperson shall immediately notify the appointing authority if relevant and such appointing bodies or individuals shall, as soon as possible thereafter, nominate and appoint a new member, having the necessary characteristics as prescribed herein to fill the vacated membership for the unexpired term of the resigned member.

FRIENDS OF THE COMMITTEE

Membership requires a formal process; however, participation in Committee activities is not limited to members. Active participants who are not members are called “friends” of a committee. “Friends of the Committee” comprise of interested campus stakeholders who serve in a non-voting capacity and must be nominated by the Chairperson.

SUBCOMMITTEES/TASK FORCES/WORKING GROUPS

The Chairperson may from time to time, subject to Committee approval, establish subcommittees, task forces, or working groups composed of Committee members and non-Committee members for such purposes and terms as deemed necessary or useful to assist the Committee in accomplishing its purposes, duties, and responsibilities.

The Chairperson and the Committee will endeavor to include student and faculty participation in subcommittees, working groups, and task forces, whenever possible. The number of members, their affiliation, and their terms will be defined by majority vote of the Committee members on a case-by-case basis. Membership and composition of any subcommittees or task forces shall be reviewed annually by the Chairperson after the appointment of new members in accordance with the bylaws.

TERM OF OFFICE

Membership for faculty and staff shall be for a period of two (2) years, staggered to ensure continuity. Students shall be appointed annually for 1-year terms by ASI. Terms shall begin on Oct. 1 and end on Sept. 30 two years later.

See **Appendix A** for the most current roster of Committee and Friends of the Committee members which will be updated annually or as new/re-appointments are made.

MEETING FREQUENCY

The standing Committee will meet once a month, unless the meeting is canceled or postponed. The exact date, time and location will be agreed upon by Committee members. Additional meetings may be necessary to complete the work of the Committee. The meetings will be held on campus unless otherwise announced. (Note: During the COVID-19 pandemic, all meetings will be virtual until further notice).

QUORUM

More than 50 percent of the currently appointed Committee shall constitute a quorum for the conduct of business at any meeting.

ATTENDANCE

For meetings to take place in an effective way, a minimum of five members must be present. At the beginning of each meeting, the Chairperson will call the meeting to order and take a roll call of attendees.

If a Committee member fails to attend three (3) regular meetings within a one-year period without excuse, the Chairperson will consider this a voluntary resignation and may fill the vacancy by the appointment process.

MEETING AGENDA

Meeting agendas will be provided to members approximately three days prior to the meeting. Background materials may be included with the agenda for prereading and meeting preparation.

MEETING MINUTES

Meeting discussions and outcomes will be documented in minutes by the Executive Assistant and made available in a timely fashion via the Committee's website or share folder site. Approval of meeting minutes for the immediate past meeting shall be acted upon by Committee members and recorded.

CONFLICT OF INTEREST

Any apparent, potential, or perceived conflict of interest in matters that may be considered by the Committee should be declared to the Chairperson prior to public meetings to ensure the group's future accountability, transparency, and success. A member shall also declare the apparent, potential, or perceived conflict of interest during public meetings.

PRESENTATIONS/INFORMATION ITEMS

Information items are presentations not requiring a formal action or vote of the Committee, and shall be considered "Receive and File" items.

ACTION ITEMS

All action items of the Committee shall be a motion passed by a majority of the members present and voting. When appropriate for clarification purposes or requested by a member, the Chairperson shall restate each motion immediately following its introduction.

In situations where extensive discussion or debate occurs following its introduction of a motion, or when an amendment(s) is/are made to a motion, the Chairperson shall restate each motion immediately prior to calling for the vote. Following the vote, the Chairperson shall announce whether the motion carried or was defeated.

ANNUAL REPORTING

The ATC will make annual, written recommendations to the President and University Cabinet on issues related to transportation, including, for example, street infrastructure; transit accessibility; transit pass programs; roadway safety for all road users; active transportation access, promotion, and safety; programs to reduce campus vehicle miles traveled (VMT) and single occupant vehicle (SOV) usage; general improvements to campus mobility and parking efficiency.

The Committee will furnish an annual report of its activities and recommendations to the President and Cabinet every spring term.

DISCUSSION:

These bylaws are necessary for compliance with CSU policy. This change is to codify an existing committee on campus.

d. [AP-003-201, Discontinuation of the Music B.A. – Music Education \(Pre-Credential Option\) – FIRST READING](#)

The first reading for AP-003-201, Discontinuation of the Music B.A. – Music Education (Pre-Credential Option), is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap003201fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-003-201, Discontinuation of the Music B.A. – Music Education (Pre-Credential Option).

RECOMMENDATION:

The Academic Programs Committee recommends the discontinuation of the Music B.A. – Music Education (Pre-Credential Option).

DISCUSSION:

Senator Small stated that this is a non-controversial referral. The old Music Education (Pre-Credential Option) is no longer compliant with the Commission of Teaching Credentialing (CTC) standards. The Music Department received approval of a new Bachelor of Music (B.M.) degree with an option in Pedagogy (Pre-Credential) which will replace the B.A. option in Music Education. This program has been approved by the CTC for its curriculum as satisfying subject matter competence in music.

e. [AP-004-201, Discontinuation of the Fashion Retail Management and Fashion Merchandising Emphases in the AMM BS – Fashion Retailing – FIRST READING](#)

The first reading report for AP-004-201, Discontinuation of the Fashion Retail Management and Fashion Merchandising Emphases in the AMM BS – Fashion Retailing, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap004201fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-004-201, Discontinuation of the Fashion Retail Management and Fashion Merchandising Emphases in the AMM BS – Fashion Retailing.

RECOMMENDATION:

The Academic Programs Committee recommends adopting the proposal to remove the Fashion Retail Merchandising and Fashion Retail Management Emphases in the AMM B.S. Fashion Retailing Option.

DISCUSSION:

The Apparel Management and Merchandizing Department (AMM) offers three options in its undergraduate program, one of which is Fashion Retailing. In the conversion to semesters, two emphases were created within this subplan – Fashion Retail Management and Fashion Retail Merchandising. The two emphases are distinguished by separate option electives totaling 9 units, where each emphasis list consists of exactly three 3-unit courses. Students are currently permitted to take classes from either emphasis to fulfill graduation requirements. The emphases thus essentially serve as a guideline for career interests.

The AMM Department proposes to delete the two emphases within the Fashion Retailing option and redistributing the (total six) emphasis classes into this option as either “option-required” or “choose one of” courses. No courses are being deleted. The AMM Department does not anticipate a negative impact on enrollment demand from these changes.

f. [GE-005-201, PLS 4815: Environmental Politics and Policy \(D4, New Course\) – FIRST READING](#)

The first reading report for GE-005-201, PLS 4815: Environmental Politics and Policy (D4, New Course), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge005201fr.pdf>.

Senator Quinn presented the report.

M/s to receive and file GE-005-201, PLS 4815: Environmental Politics and Policy (D4, New Course).

RECOMMENDATION:

The GE Committee recommends approval of the new D4 course PLS 4815: Environmental Politics and Policy.

DISCUSSION:

Senator Quinn commented that this is a very straightforward new Upper Division Synthesis course in D4 Social Science. It is non-controversial, and the committee received no questions or concerns during open consultation.

Provost Alva asked that with revisions to Title 5, General Education Breadth Requirements, is this course still a D4 or is it a D3 as defined by the new breadth requirements? Senator Quinn responded that although D4 will become obsolete, there are still students taking D4 courses in the catalog. Although this is a new course, if at this time the course was designated at D3, that might confuse students since D3 courses are still in the catalog as lower division GE breadth requirements. Provost Alva commented that this should be clarified before the second reading since the new Title 5 document has been released and this is a new course that will go into the new GE plan. AVP Massa added that because of the timing and the overlap of curriculum, the D4 designation will stay in place to reduce the confusion for students. These courses will need to be changed in the future.

g. [GE-007-201, ENG 4220: Sociolinguistics \(D4, New GE Course\) – FIRST READING](#)

The first reading report for GE-007-201, ENG 4220: Sociolinguistics (D4, New GE Course), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge007201fr.pdf>.

Senator Quinn presented the report.

M/s to receive and file GE-007-201, ENG 4220: Sociolinguistics (D4, New GE Course).

RECOMMENDATION:

The GE Committee recommends approval of the new D4 course, ENG 4220: Sociolinguistics.

DISCUSSION:

This course came to the GE Committee seeking C3/D4 designations. After a thorough review by a subcommittee and then the entire GE committee, using the C3/D4 rubrics, it was determined that it

satisfied D4 well, but not the C3. It was sent it back to the English and Modern Languages Department and they decided to take off the C3 designation and run it as D4 only.

Provost Alva asked what is the pre-requisite for this course? Senator Quinn responded that all D4 courses require finishing the “golden four”, all GE Area A, B4, as well as two (2) lower-division GE Social Science courses. The GE Committee checks pre-requisites for courses to be included in the synthesis area.

h. [GE-009-201, AG 1110: Agriculture: The Foundations of Civilizations \(C2, Modification\) – FIRST READING](#)

The first reading report for GE-009-201, AG 1110: Agriculture: The Foundations of Civilizations (C2, Modification), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge009201fr.pdf>.

Senator Quinn presented the report.

M/s to receive and file GE-009-201, AG 1110: Agriculture: The Foundations of Civilizations (C2, Modification).

RECOMMENDATION:

The GE Committee recommends approval of GE-009-201, AG 1110: Agriculture: The Foundations of Civilizations (C2, Modification).

DISCUSSION:

This course was changed from D3, which is no longer viable at this time, to a C2 course. Changing a GE designation from Social Science to Humanities is a big task. It requires a near complete revision of the course. After the committee’s first reading of the proposal, the committee recommended revisions because it still looked closer to an area D3 course than a C2. It was sent back to the authors, and they spent considerable time and energy to revise. Upon reading the revision, the committee was pleased to see that it did indeed comply with Humanities GE requirements.

i. [GE-010-201, PHY 1210: Physics of Motion, Fluids, and Heat \(Modification\) – FIRST READING](#)

The first reading report for GE-010-201, PHY 1210: Physics of Motion, Fluids, and Heat, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge010201fr.pdf>.

Senator Quinn presented the report.

M/s to receive and file GE-010-201, PHY 1210: Physics of Motion, Fluids, and Heat.

RECOMMENDATION:

The GE Committee recommends approval of GE-010-201, PHY 1210: Physics of Motion, Fluids, and Heat.

DISCUSSION:

This is a request to modify prerequisites for this existing course so that students can take MAT 1200 instead of MAT 1060. MAT 1060 is still a viable prerequisite, but biology majors take MAT 1200. The MAT 1200 content has been modified, in a collaborative effort between the physics, math, and biology

departments, so that it covers the material needed to succeed in PHY 1210. This gives students an alternative pathway to get into the physics course needed for their major, without slowing down degree progress to take MAT 1060. Modified prerequisites and corequisites so EmSET and ESET students can take MAT 1300 instead of MAT 1060; students are required to take MAT 1300 and PHY 1210L and in some cases, students may test out of MAT 1060 and start with MAT 1300.

j. [GE-011-201, SOC 1202: Introduction to Sociology \(GE Sub-Area A3\) – FIRST READING](#)

The first reading for GE-011-201, SOC 1202: Introduction to Sociology (GE Sub-Area A3), is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge011201fr.pdf>.

Senator Quinn presented the report.

M/s to receive and file GE-011-201, SOC 1202: Introduction to Sociology (GE Sub-Area A3).

RECOMMENDATION:

The GE Committee recommends approval of GE-011-201, SOC 1202: Introduction to Sociology (GE Sub-Area A3).

DISCUSSION:

The GE Committee received this referral on February 17, 2021. This referral involves the transfer of SOC 2201: Introduction to Sociology from the now-defunct GE sub-area D3, to GE sub-area A3, Critical Thinking. The inclusion of a new course in sub-area A3 course would affect the two departments with courses already in the area A3, the GE committee, according to standard procedure, reached out to the chairs of both the Philosophy (Dr. Dale Turner) and English and Modern Languages (Dr. Alison Baker) Departments, to provide them with the opportunity to comment on the referral and voice any concerns. Dr. Turner commented that this course had been rejected in the past, and unless major changes had been made to the course content, it did not adequately fit into the A3 category and voiced his opposition to the course. Senator Quinn stated that Dr. Baker has recently contacted him to voice her reservations regarding the course, particularly on the grounds of precedence.

Senator Quinn commented that the GE Committee initially agreed with Dr. Turner's position and found the course did not satisfy GE Area A3. The committee asked the Sociology Department to make specific changes to align this course with A3. The department submitted the course with all of the required changes. It was determined by the GE Committee that the revised course met the specification for a GE Area A3 course. After the decision of the GE Committee, the revised course was sent to Dr. Turner, who still voiced his opposition to the course.

Dr. Quinn reported that the inclusion of a Sociology course into sub-area A3 is not unprecedented. A review of the A3 courses being offered by 21 other CSU's (Cal Maritime and Cal Poly Pomona excluded) reveal that Sociology courses are offered as A3 courses at four other institutions: Fresno State, CSU Bakersfield, CSU San Bernardino, and Sacramento State. Fresno State offers two (2) Sociology courses in this GE sub-area. There are also numerous courses from various disciplines from our sister CSU intuitions that offer Area A3 Critical Thinking. Therefore, by endorsing this course for inclusion into sub-area A3, the GE Committee is not establishing any new precedent.

Provost Alva asked if the title of the course will be changed from Introduction to Sociology to something more reflective of the change to an A3 critical thinking course. Her concern is the broadness of the title and that it might cause articulation problems on equivalences with community college courses with the same title.

Dr. Wachs stated that there is no doubt that Sociology meets critical thinking requirements. The fundamental basis of Sociology is using empirical evidence to construct meaningful theoretical arguments. She also added that all articulation agreements for sociology are for GE Area D3 which no longer exists.

Dr. Narayan, Sociology Department Chair, extended her support for the course and commented that critical inquiry is the foundation of the sociology discipline's knowledge base. The proposed course contributes to critical thinking because students are trained in sociological knowledge and skills that give them the ability to reflect and question and construct arguments based on empirical evidence.

k. [GE-012-201, CS 3750: Computers and Society \(B5/D4, Modification\) – FIRST READING](#)

The first reading report for GE-012-201, CS 3750: Computers and Society (B5/D4, Modification), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge012201fr.pdf>.

Senator Quinn presented the report.

M/s to receive and file GE-012-201, CS 3750: Computers and Society (B5/D4, Modification).

RECOMMENDATION:

The GE Committee recommends approval of GE-012-201, CS 3750: Computers and Society (B5/D4, Modification).

DISCUSSION:

This proposed change is a request to modify the course description to read: "Overview of computer and information technology (e.g., networking and communications, information management). Secure computing principles and practice." This updated language updates the course for the current Computer Systems practices. The instruction mode was updated to reflect face-to-face instruction. The prerequisites were changed to "lower division GE requirements in Area A, at least two sub-areas in Area B, and at least two sub-areas in Area D," to conform with the language of B5 and D4 Upper Division Synthesis courses. Senator Quinn commented that none of these changes are controversial.

l. [GE-013-201, ENG 4110: Technologies of Writing \(GE Synthesis C3\) – FIRST READING](#)

The first reading report for GE-013-201, ENG 4110: Technologies of Writing (GE Synthesis C3), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge013201fr.pdf>.

Senator Quinn presented the report.

M/s to receive and file GE-013-201, ENG 4110: Technologies of Writing (GE Synthesis C3).

RECOMMENDATION:

The GE Committee recommends approval of GE-013-201, ENG 4110: Technologies of Writing (GE Synthesis C3).

DISCUSSION:

This is a new GE synthesis course in humanities. It is an upper-division C3 course developed by the English and Modern Languages Department to analyze writing, broadly defined to explore how materiality and the medium of communication affects writing processes and becomes interdependent

forms of meaning. It is required that courses in this area shall emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local – showing the bonds between the past, present, and future. Senator Quinn stated that using the C3 rubric, the GE committee determined that this is indeed an appropriate course proposal in the GE area and fully endorse it. The course is well designed with many meaningful written assignments, viable assessment matrices, and overall seems an important course for CPP students.

m. [GE-015-201, EWS 1401: Introduction to Ethnic Studies \(GE Area F\) – FIRST READING](#)

The first reading report for GE-015-201, EWS 1401: Introduction to Ethnic Studies (GE Area G), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge015201fr.pdf>.

n. [GE-016-201, EWS 2011: African American Historical Experience \(GE Area F\) – FIRST READING](#)

The first reading report for GE-016-201, EWS 2011: African American Historical Experience (GE Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge016201fr.pdf>.

Senator Quinn presented GE-015-201 and GE-016-201.

M/s to receive and file GE-015-201, EWS 1401: Introduction to Ethnic Studies (GE Area G), and GE-016-201, EWS 2011: African American Historical Experience (GE Area F).

RECOMMENDATION:

The GE Committee recommends that the Academic Senate adopt GE-015-201, EWS 1401: Introduction to Ethnic Studies (GE Area G), and GE-016-201, EWS 2011: African American Historical Experience (GE Area F).

DISCUSSION:

The GE Committee looked carefully at both EWS 1401 and EWS 2011 using the Area F Rubric (which is based on the CSU Breadth Requirements for Area F and CPP GE assessment requirements) and determined these courses are very appropriate for GE Area F. For Area F status, courses must comply with three of the five Core Competencies in Ethnic Studies developed by the CSUES Council along with the CSU Academic Senate and the Chancellor's Office. These courses address all five Core Competencies. Senator Quinn stated that the courses also satisfy all the GE requirements including meaningful effective written assignments, promotion of intellectual growth, and useful matrices for assessment.

4. New Business

a. Nominations – 2021-2022 Chair and Vice Chair

Senator Fallah Fini stated this is the time that the Academic Senate chooses the leadership for the next academic year and according to section 9 of the constitution, the Election of the Chair and Vice Chair takes place during the first regularly scheduled Academic Senate meeting in April (April 14, 2021).

The nomination period of candidates for the offices of Chair and Vice Chair shall commence today, the first regularly scheduled March meeting (March 10, 2021) of the Academic Senate. Nominations, in writing, will be accepted in the Academic Senate office until 5:00 pm on March

24, 2021, which is the second Wednesday following the first regularly scheduled Academic Senate meeting in March.

No nominations were received from the floor. Senator Fallah Fini reminded senators that nominations must be submitted to senate@cpp.edu by March 24, 2021, at 5:00 p.m. No nominations will be considered after the deadline.

5. Old Business

6. Discussion – Time Approximate 4:30 p.m.

a. Basic Needs Task Force – Dr. Victoria Bhavsar

Dr. Bhavsar introduced Judy Juarez Crawford, Care Services Coordinator for Basic Needs, Nia Vance, ASI Student at-Large, and Raquel Capacete, CAPS Care Coordinator and Wellbeing Coach. The Basic Needs Ally Training is open to all faculty, staff, and student leaders. Training will be held on Thursday, April 8, 2021, from 12:00 to 1:30 p.m. and Wednesday, May 5, 2020, from 3:00 to 4:30 p.m. During the training, participants will learn about current trends and data, how to connect students to resources and how to work sensitively with a student who is experiencing food and housing insecurity.

Nia Vance spoke to the impacts of food and housing insecurity on student learning and progress such as,

- Lower GPAs
- Reduced concentration, higher levels of depression and anxiety
- Greater academic stress
- More likely to drop classes
- Less likely to participate in co-curricular activities
- Reduced retention and return in future terms

Judy Juarez Crawford commented that there are a variety of services available to students. One of the more popular services is the emergency grant program for students who need financial assistance for emergencies. The grant provides students with \$500. There is also a program for emergency housing. The campus started working with Rapid Rehousing to help connect students with longer term housing options. The Poly Pantry is available to students with food insecurities even though classes are still remote.

Raquel Capacete went over some potential signs of food or housing insecurity. For face-to-face instruction, the following could be signs of food or housing insecurity:

- Students express concern over food
- Students fall asleep in class
- Students stay behind after an evening class
- Students shower in campus facilities
- Students suddenly seem disengaged
- Significant grade difference
- Abnormal attendance patterns

Some of the signs that can be experienced for remote learning are:

- Students express concern over food
- Students suddenly seem disengaged
- Significant grade difference

- Abnormal attendance patterns
- Missing assignments, late assignments
- Emails from students asking for assignment extensions or stating that they have been moving around a lot

Nia Vance presented a template for a class announcement to let students know where to go to get services. She also asked faculty to forward students to the Basic Needs website: www.cpp.edu/basicneeds if a student requests help.

b. [Conversation on Impaction](#)

The 2022-2023 Impaction Proposal presentation is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2020-21/03.10.21/cpp.impaction-2022-23.proposal.acsen.pdf>.

Provost Alva commented that there are proposed adjustments to the 2022-2023 impaction policy that will be recommended to President Coley and the CSU Board of Trustees. The proposed changes come from a data-informed approach. The applicant profiles and campus capacity are considered when making proposed changes.

Jessica Wagoner, Senior AVP for Enrollment Management, went over the presentation provided. There are three (3) types of impaction:

1. Academic Level (or Campus) Impaction – the campus receives more eligible applicants at the first-time freshman or transfer student level than what CPP can accommodate. Thus, the campus itself is “impacted”.
2. Program Impaction – the campus looks at each of its programs’ capacity, and the number of students currently enrolled and determines how many more students the program can accommodate. When a program continually gets more eligible applicants than it can accommodate, the campus will ask for the program to be called “impacted”. Cal Poly Pomona currently has 19 impacted programs.
3. Full impaction – when a campus is fully impacted on all levels and for all majors. Each individual program at a campus must then determine its capacity and how many new students it can accept. Examples of fully impacted campuses include Fullerton, San Luis Obispo, and San Diego State University.

AVP Wagoner state that the local area contains about 70 high schools and two (2) community colleges, Mt. San Antonio College and Citrus College. Mt. San Antonio College is the largest community college in the state.

The proposed impaction updates for 2022-2023 incorporate the Multifactor Admission (MFA) Model that started in fall 2020 as the permanent model for admission evaluation. Since SAT and ACT scores were not considered part of the admission process for fall 2020, all CSU campuses had to create an MFA model for admissions. AVP Wagoner commented that looking at the results of this model show that it accurately reflects a more diverse population of students. To use this model in the future it needs to be approved, so the model is embedded in the impaction proposal.

The program impaction proposal looked at moving from supplemental course requirements to priority admission consideration. This will provide an opportunity to admit a student if they do not have one out of four of the supplemental course requirements if there is room in the program.

Brandon Tuck, Director for the Office of Admissions, stated that the proposal recommends unimpacting the following programs that have not met capacity over the last several years:

- Music – Music Industry Option
 - Zero CSU eligible students were denied to Music
- Physics
 - Only 1% of CSU eligible students were denied to Physics
- Biotechnology and Environmental Biology
 - No CSU eligible freshman students were denied to either program
 - Over 75% of CSU eligible transfer students were admitted to the programs

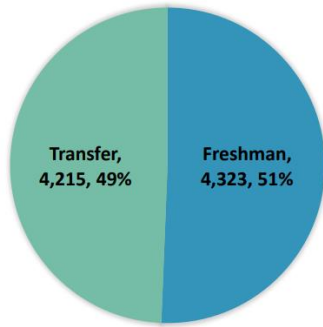
The following programs are being recommended for impactation:

- Psychology
 - Nearly all CSU eligible out of local students are being denied
- Sociology (Transfer Only)
 - Over 75% of out of local CSU eligible transfer students are being denied

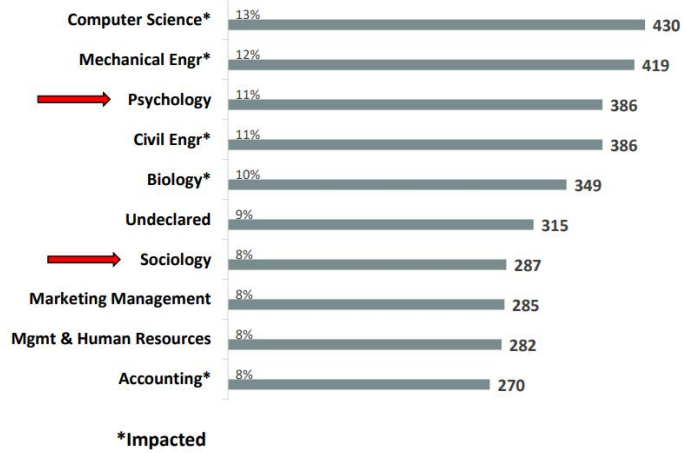
Director Tuck presented the following slide on the top 10 majors for fall 2020:

Top 10 Majors - All New Undergrads in Fall 2020

**NEW UNDERGRADUATE STUDENTS
FALL 2020**



Top 10 Majors - Newly Enrolled Undergraduate Students



Director Tuck summarized the proposal as follows:

- Umimpacting Music, Physics, Biotechnology, and Environmental Biology
 - Capacity in all four majors to accommodate all CSU eligible undergraduate students (local and out of local area).
 - 100% of all freshmen are admissible for all four programs due to space.
 - Nearly all transfer students are being admitted to these four programs and admits are expected to increase with the removal of required supplemental coursework.
- Impacting Psychology (freshmen and transfers) and Sociology (transfers only)
 - Nearly all out of local area undergraduate students are denied to Psychology (90% transfers and almost 70% freshmen).
 - Over 75% of CSU eligible out of local transfer students are denied to Sociology.
 - Will improve ethnic and academic diversity of admitted students.
 - Will increase Associate Degree for Transfer (ADT) admits through priority

admission consideration.

Brandon Tuck commented that a website, impaction@cpp.edu, was created for this process. The impaction plan requires that all questions and comments be gathered to be included in the final proposal document. The campus had to advertise the impaction public hearings to three (3) local newspapers.

AVP Wagoner stated that they are looking at creating a comprehensive Transfer MFA Model that will consider non-academic factors, such as work experience, first generation, etc., additional GPA bumps for ADTs and veterans, and math GPA consideration for STEM programs.

Enrollment Management is also looking at creating a new capacity model by looking at many different factors of capacity, including, but not limited to:

- Admissions Data
- Enrollment and FTES
- Student Outcomes
- Curriculum Complexity
- Accreditation Requirements
- Instructional Workforce
- Instructional and Academic Support Workforce
- Class Schedule Metrics

Melissa Barragan, Assistant Professor in the Sociology Department, read the following statement from the Sociology Department in response to the proposal to impact Sociology:

“We are writing to express our concerns regarding the proposal to designate the Sociology Department as an impacted major for transfer applicants only. Sociology faculty attended the impaction public hearing meeting on March 9, to better assess the potential implications of this proposal for our department and students. Based on the information we received at that hearing, the department believes that the stated rationale behind this proposal and the process by which the proposal was made can lead to unintended negative consequences. We have outlined our concerns as follows:

The proposal to impact our transfer applicants only unfairly penalizes students who have chosen to attend community colleges. For many of these students, this decision is made on a variety of personal factors, including proximity to home and affordability, so CPP turns away more of the transfer applicants from the local area, it could result in turning away students from higher education more generally, especially those who are first generation, low income, have family and/or work obligations that keep them in the area and they are unable to attend institutions located farther from home.

The majority of first-generation students enrolled in 2017, 2018, and 2019 were also transfer students. In its press releases and marketing materials, CPP notes its status as a national leader for promoting social mobility and fostering opportunity, so this proposal, in our perspective, limits the opportunities of these very students. The Sociology Department also prides itself on educational access, mobility, and social justice and finds the university’s proposal to impact the major disproportionately affecting transfer students at odds with this commitment.

Thirdly, much of the success that CPP has had providing opportunities for advancement for underrepresented minorities and women is due to the Sociology Department. According to our review of the CSU dashboard data, as of fall 2019, 65% of sociology majors are underrepresented minorities and 63% are women, and we compare this to university averages of 50% and 47% respectively. For the 2014 cohort, the four-year graduation rate for sociology majors was 39%

higher than the university average of 30%. Additionally, 30% of our majors who graduated in 2012 through 2014 were enrolled in a post-graduate program, which exceeds the university average of 23%. So, in our perspective limiting opportunities for our students makes that advancement that we have been able to achieve more difficult.

Finally, the rushed impaction process really has not afforded us the opportunity as faculty to participate in these discussions. Based on our assessment, impaction is determined in a much more top-down fashion with little lead time to have conversations but with little input from faculty and students that will be most affected. The community forums that were provided and discussed provided one avenue, yet there has been no correspondence with affected departmental faculty to review what the criteria for impaction are, and whether and how impaction can be negotiated.

The department looks forward to working with Enrollment Management and the Office of Admissions to further student success.”

Senator Small representing the Department of Physics and Astronomy touched on the following points regarding the unimpaction of the physics program:

- The Department of Physics and Astronomy had no prior conversations regarding impaction before the public hearings. There was no initial consultation with the department to see how these issues could be worked through before a more public process began. This has been a very non-transparent process.
- The Department of Physics and Astronomy cannot reconcile the Tableau data on applications and admissions with the data that Enrollment Management and the Office of Admissions presented.
- The university’s estimate of the capacity has apparently increased from 150 majors to 260 majors. The department is not clear on the basis for this decision. Tenure track faculty ranks have not increased commensurately, nor has the lab space increased. Upper-division lab classes are a key bottleneck in the Physics and Astronomy Department.
- There needs to consultation and transparency on resources. On the merits, most key classes for physics majors are being run at large sizes. It is much easier for underrepresented students to succeed if they have access to small classes.

The March 10, 2021 Academic Senate Meeting adjourned at 5:25 p.m.