MINUTES

of the Academic Senate Meeting
May 27, 2015

PRESENT: Alex, Campa, Chan, Duran, Eskandari, Farhat, Farmer, Garver, Ghazanfari, Ibrahim, Kilduff, Kopplin (Proxy-Winer 3:45 – 4:30) , LaMunyon, Lloyd, MacNevin, Mao, Nelson, Neto, Pearlman, Pettengill, Polet, Prichard-Schmitzberger, Quinn, Salik, Salem, Sancho-Madriz, Shah-Fairbank (Proxy-Salem), Shen, Shih, Small, Speak, Swartz (Proxy-Garver), Tang, Von Glahn (Proxy-Wachs), Wachs, Winer

ABSENT: El Naga, Guyse, Halati

GUESTS: S. Coley, L. Rotunni, C. Pinter-Lucke, D. Lewis, H. Evans, B. Jersky, L. Dopson, S. Srinivas, R. Gutierrez Keeton, B. Bahr, M. Woo, P. Kelly, N. Hurlbut

1.   Minutes - May 13, 2015

   M/s/p to approve the minutes of May 13, 2015 as written.

M/s/p to change the Agenda to consider item 3 a. as the first item of business.

3.   New Business

   a.   Resolution – Marten denBoer

        M/s to adopt the resolution for Marten denBoer.

        To All Whom these Presents May Come, Greetings!

        BE IT KNOWN THAT:

        WHEREAS   Marten denBoer has faithfully served as Provost of the California State Polytechnic University Pomona these past eight years; and,

        WHEREAS   during his time here, a period of debilitating budget cutbacks, Provost denBoer oversaw the hiring of one hundred and seventy tenure-stream faculty members and ninety-seven staff members; and,

        WHEREAS   Provost denBoer, mindful of the need to cultivate the LIFE OF THE MIND and link it directly to our instructional mission, conceived and launched the Teacher Scholar program, allocating substantial state-side resources to provide assigned time to faculty members with a record of creative scholarship that had an impact on the classroom; and,

        WHEREAS   Provost denBoer has labored to bring increased recognition to particularly hard-working and successful members of the University Community by initiating the Provost's Awards for Teaching, Service, and Research and Creative Activity, as well as the Provost's Award for Outstanding Staff Service, the SPICE Awards and the ABC Awards; and,

        WHEREAS   Provost denBoer, in order to more efficaciously advance the University's mission, oversaw the creation of units targeted at specific goals, including the Office of Undergraduate Research, the Technology Transfer Office, the PolyTransfer Office, and the Student Innovation Idea Lab; and,

WHEREAS   Marten denBoer has been an attentive listener and thoughtful respondent to FACULTY CONCERNS, maintaining good humor even in trying circumstances; and,

WHEREAS   Marten denBoer has consistently demonstrated his faith in the concept of SHARED GOVERNANCE essential to the health and success of this University and he has worked diligently to implement that concept in numerous specific situations; therefore, be it

RESOLVED   the Academic Senate of the California State Polytechnic University Pomona, on behalf of the entire Faculty of this University, by this declaration expresses our heartfelt GRATITUDE to Provost Marten denBoer for his service and wishes him GODSPEED and all GOOD FORTUNE as he leaves us to assume new challenges in an often cold WINDY CITY far to the east of Pomona; and be it further

RESOLVED   That a copy of this resolution be presented to Dr. Marten denBoer, a copy be forwarded to President Soraya M. Coley, California State Polytechnic University, Pomona, Rev. Dennis H. Holtschneider, C. M., President, DePaul University, and the Faculty Council at DePaul University.

The motion to adopt passed unanimously.

2.   Information Items

a.   Chair's Report

Chair Speak requested that the Senators fill out and return the Academic Senate Standing Committee Assignment form as well as the Summer Availability form.

b.   President's Report

President Coley reported.

President Coley acknowledged and expressed appreciation for the service of Dean Peggy Kelly and Dean Richard Lapidus. Both are retiring.

Interim Dean – College of Business Administration—Cheryl Wyrick has been appointed Interim Dean for the College of Business Administration effective July 1.

Interim Dean- College of Education and Integrative Studies – Nancy Hurlbut has been appointed Interim Dean for the College of Education and Integrative Studies effective July 1.

Board of Trustees Meeting – At the last Board of Trustees Meeting, the Board authorized Chancellor White to work with the State of California in further discussion to transfer the Lanterman Property to Cal Poly Pomona. This would be effective July 1. There is continued dialog and discussion regarding the 287 acre property. Dr. Coley stated that probably in the Fall, if it is an appropriate interest to the Academic Senate, a short video could be shown.

The Board of Trustees approved the naming of one half of the Collins College new building to be the Marriott Learning Center. The construction should be completed by November 4.

University Advancement Award –The Division of University Advancement has received a 2015 CASE Educational Fundraising Award, an honor given to superior fundraising programs at academic institutions across the country. The Division earned an Overall Performance Award which was judged on analyses of three years of fundraising data.

Commencement – Dr. Coley stated that she looked forward to attending the eight commencement ceremonies. A number of Trustees will also attend.

c.   Vice Chair's Report

NEW REFERRALS: (0)

REJECTED REFERRALS: (0)

WITHDRAWN REFERRALS: (0)

SENATE REPORTS FORWARDED TO PRESIDENT: (1)

AS-2476-145/AP   Master of Science in Engineering – New Emphasis in Materials
                        Engineering

RESPONSES TO PRESIDENT'S RESPONSE: (2)

AS-2428-134/GE   Policy for Removal of GE Attribute
AS-2462-145/AA   Revision of Academic Standing Criteria for Undergraduate
                        Students/Policy on Probation and Disqualification

PRESIDENT REPONSES TO SENATE REPORTS: (1)

AS-2475-145/GE   Revision of General Education Learning Outcomes - **APPROVED**

d.   CSU Academic Senate

No report was presented.

e.   Budget Report

Senator Lloyd reported.

Foundation Budget Overview

- Budget Committee met with Paul Storey and David Prenovost (5.6.15).
  - Committee was briefed on 2014-15 budget, as 2015-16 budget had not been approved by the Board as of meeting date.
  - Cash generated by operations, financing, and reserves:
    - 2013-14: $8.2M
    - 2014-15: $8.8M
    - Largest increases came from cash generated by designated gifts and operations.
    - Total net income from enterprises (Bookstore, Foundation Dining, K-W, University Village, Extended Ed.): $2.36M.
  - Total Sources of Cash (2015): $10.5M
  - Total Expenditures (2015): $ 9.7M
  - Net surplus (2015): $ 805K
- Foundation Financial Reports available here.

CSU Budget Highlights

- The Governor's May Revise Budget did not increase the CSU budget above the governor's previous 4% increase. [*LAT*, 5.15.15]
    - UC, K-12, and Community Colleges all saw larger funding increases.
    - CSU will receive $157.5 M more than last year.

- o   Est. $60 M less than CSU requested to cover enrollment increases.
- •   CSU officials seek ways to "drive down costs" through "streamlining course offerings" and "more online classes." [LAT, 5.25.15]
  - o   CSU's Ken O'Donnell: "Student success" measured as "swifter graduation" that "provides a seat for the next student in line."
  - o   Increase "the work of the university ... and do it with the same resources."

Committee Chair Lloyd pointed out the highlights that explain the CSU official's way to drive down costs.

President Coley pointed out that those particular quotes did not reflect the emphatic statement to the Board. We have found that hybrid courses have shown to provide students with excellent learning experience. It was pointed out that this does not substitute a traditional course.

f.   CFA Report

No report was presented.

g.   ASI Report

Senator Campa reported.

Julian Herrera and Diana Ascencio were voted ASI President and Vice President. They will be assuming office in July.

Midnight Madness is scheduled in the BSC on June 5.

h.   Staff Report

No report was presented.

i.   Semester Conversion Report

Francelina Neto, Director, Semester Conversion, reported.

Dr. Neto thanked the faculty for the hard work on the ECO's for the GE course submissions.

The Semester Conversion Steering Committee has been working in the different committees to review work that needs to be completed. It has concluded that the amount of work on curriculum development was underestimated.

The Steering Committee plans to address the following issues:

- Timeline and what needs to be accomplished by the College Curriculum Committee by October and November
- The next stage
- Consider how to streamline the work

Feedback will be provided as the work is identified and the issues are addressed.

3.   New Business

This item was the first order of business.

CONSENT AGENDA

a.   AA-001-145, Alcohol and Other Drugs Policy - SECOND READING

Recommendation

AA recommends adoption by the Academic Senate and recommendation to the President to approve the attached policy on Alcohol and Other Drugs as the permanent policy for Cal Poly Pomona University – ATTACHMENT 1

b.   AP-009-145, Discontinue Comparative Systems Analysis (CSA) Minor -- SECOND READING

RECOMMENDATION:

The Academic Programs Committee recommends discontinuation of the Minor in Comparative Systems Analysis.

c.   AP-012-145, Discontinue International Studies Minor - SECOND READING

RECOMMENDATION:

The Academic Programs Committee recommends approval of AP-012-145 Discontinue International Studies Minor.

d.   FA-002-145, Clarification of Criteria for Early RTP Actions - SECOND READING

Recommendation

The Faculty Affairs Committee recommends no changes at this time to Appendix 16 regarding Criteria for Early RTP Actions.

e.   GE-001-145, CHM 101/101L, Consumer Chemistry (GE Sub-areas B1 and B3) - SECOND READING

RECOMMENDATION:

The GE Committee recommends that CHM 101/101L be approved to be offered as a means to meet GE Area B1 and/or B3 requirements

ATTACHMENTS 2 AND 3

Revised Expanded Course Outlines

f.   GE-002-145, BUS 101, Business Freshman Experience (GE Sub-area E) - SECOND READING

RECOMMENDATION:

The GE Committee recommends that BUS 101 be approved to be offered as a means to meet GE Area E requirements.

ATTACHMENT 4

Revised Expanded Course Outline

g.   AP-011-145, Discontinue Digital Social Sciences, Humanities and Arts (Digital Media) Minor – FIRST READING

RECOMMENDATION:

The Academic Programs Committee recommends approval of AP-011-145 Discontinue Digital Media Minor

h.   AP-013-145, Discontinue Latin American Studies Minor – FIRST READING

   RECOMMENDATION:

   The Academic Programs Committee recommends approval of AP-013-145 for the discontinuation of a Latin American Studies Minor.

Chair Speak asked if any senator wanted to request removal of any of the items on the Consent Agenda. No items were removed.

M/s/p to adopt the Second Reading items on the Consent Agenda. The vote was unanimous.

M/s/p to receive and forward the First Reading items on the Consent Agenda. The First Reading Items will be a Second Reading on a future Academic Senate Agenda. The vote was unanimous.

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

   a.   AP-005-145, New Self-Support Master of Science in International Apparel Management - SECOND READING

      M/s to adopt AP-005-145, New Self-Support Master of Science in International Apparel Management.

      Senator Garver presented the report.

      RECOMMENDATION

      The Academic Programs Committee recommends approval of AP-005-145 New Self-Support Master of Science in International Apparel Management which includes the curriculum as follows – ATTACHMENT 5

      Discussion—Committee Chair Garver stated that the Academic Programs Committee received input by email today regarding several courses within the proposal.

      Peter Kilduff, Chair, AMM, explained that several of the courses in the College of Business were being revised and the proposal needs to be adapted to incorporate the new courses. Dr. Kilduff will work with the College of Business.

      M/s/p that this item be added to the June 3, 2015 Academic Senate Agenda.

   b.   AP-008-145, Proposed Master's Degree Structure under the Semester Calendar – FIRST READING

      M/s/p to receive and file AP-008-145, Proposed Master's Degree Structure under the Semester Calendar.

      Senator Garver presented the report.

      RECOMMENDATION:
      The Academic Programs Committee recommends approval of AP-008-145 Proposed Master's Degree Structure under Semester Calendar. ATTACHMENT 6

      Committee Chair stated that the Academic Programs Committee offered the following friendly amendment. The red represents the changes.

      PROPOSED AMENDMENT BY ACADEMIC PROGRAMS COMMITTEE

Structure of Master's Degree Programs in the Semester Calendar

1.   General Structure

All graduate degrees shall be a minimum of 30 semester units of approved graduate work

completed within a maximum of seven years, with the restrictions that:

a.   At least 70% of the units shall be completed in residence.

b.   At least 70% of the units shall be in stand-alone graduate level courses (those not scheduled to meet at the same time, in the same room and with the same instructor as an undergraduate level course).

c.   Programs shall contain a core, a collection of specified courses that all students in the program complete for the degree, exclusive of the culminating experience. The number of units in the core shall be defined by the offering department/college.

d.   All courses shall be at the 400 level or higher.

e.   No more than 6 units may be designated for the culminating experience.

2.   Options and Emphases

a.   An emphasis is a specific body of knowledge supported by a core of courses at the graduate level. Emphases shall not be formally declared, shall not be tracked in PeopleSoft, and shall not appear on transcripts or diplomas.

b.   An option is a broad set of knowledge at an advanced level based on the knowledge gained in a specific undergraduate degree. Options shall be tracked in PeopleSoft and shall appear on transcripts and diplomas.

c.   ~~removed and replace with 1 c. above~~

d.   ~~removed and replace with 1 c. above~~

Discussion – Dr. Garver reiterated that the black type is the general structure in the original policy. The red represents change. The issue of a common core similar to the undergraduate degree is the reason the changes were suggested. This is a compromise at the request of the Provost and Associate Provost who both would like to see programs with a designated core for all students. The Academic Programs Committee reviewed the request of the Provost and Associate Provost and suggests the changes in red. The offering department or college will decide the core and the exact number of units attached to the core.

Senator Ibrahim commented on 1 c of the proposed amendment. "Programs shall contain a core…" Dr. Ibrahim stated that this could be problematic. He suggested that the wording be "Programs with different options will have a core…"

Chair Speak clarified that there is a choice – something that looks like an umbrella degree with different course patterns under a single degree – or – have a degree for each course pattern unless there is a core.

Associate Provost Pinter-Lucke stated that the idea is for all students in a program to have some kind of common opportunity to meet the learning objectives.

A question was raised about 1 a – 70% of the courses will be graduate courses. The point was made that Title 5 stipulates 50% of the course would be master degree courses. Dr. Pinter-Lucke stated that this topic has been discussed at every meeting of the Graduate Council and the proposal will go to the Board of Trustees. Also, the Cal Poly Graduate Council recommends 70%. A suggestion was made to reduce the percentage.

Committee Chair Garver stated that this is not an amendment. This is a proposed language for the Second Reading. The Academic Programs Committee would like to get the sense of the Senate regarding the proposed language.

A question was raised about the GWT requirement and graduate students. Dr. Pinter-Lucke asked that the senator check the Executive Order, it may be an entering qualification for the graduate students.

Questions were raised regarding 3. c. Theses --   Second paragraph -- a suggestion was made to remove the first sentence. It gets more specific and may not be necessary.

3. d. There may need to be greater clarity when a student chooses between a thesis or project. If it is a choice it should clearly state the choice. If the degree is the same then the review processes should be the same. Add guideline for master's thesis committee to the guidelines for the projects committee.

Dr. Pinter-Lucke stated that in a conversation in the Extended Graduate Council, the Project Committee is not the same as the Thesis Committee.

Committee Chair Garver stated that some of the feedback received from faculty indicated that there are too many people on the committee. If we suggest the same structure for projects or other culminating experience as thesis, there might be a problem.

Section 3 d (2) ii, iii – how do you determine currency? Why not leave this judgment to the graduate coordinator. Committee Chair Garver responded that this is something that is flexible and could be determined by the department. The department could delegate the responsibility to the graduate coordinator.

Section 3 d. (4) – Terms of Service – this is a large commitment for the committee members. There should be a provision if and/or when a person could not continue on the committee. Committee Chair Garver pointed out that 3 d. (4) iii would address the issue.

Committee Chair Garver stated that the Academic Programs Committee would like to update the report and get feedback until September.

Discussion ensued.

In summary, the master's degrees must have a core with shared experiences for all students. There shall be a core of the department design. The choice is between having a single degree with options or separate degrees.

Dr. denBoer clarified that, in the view of the Chancellor Office, if you have two options which share no courses in common but share the name only, they are different degrees.

The example of Biological Sciences was used as an umbrella concept. Senator Nelson, ECE stated that the ECE masters programs would have the same issue, except the options have common math courses. The challenge is that the field is extremely broad.

This item will be a Second Reading on a future Agenda.

c.   AP-010-145, New Bachelor of Arts in Early Childhood Studies – FIRST READING

M/s/p to receive and file AP-010-145, New Bachelor of Arts in Early Childhood Studies.

Senator Garver presented the report.

RECOMMENDATION

The Academic Programs Committee recommends approval of AP-010-145 New Bachelor of Arts Program in Early Childhood Studies which includes the curriculum as outlined below.

Core courses:

Lower Division Core Courses (Community College Articulation Course) (27 units)

ECS 100 – Child Growth and Development (4.5)
ECS 110 – Child Family and Community (4.5)
ECS 200 – Observation and Assessment (3)
ECS 200A – Observation and Assessment Activity (1.5)
ECS 210 – Clinical Practicum (1.5)
ECS 210A – Clinical Practicum I Activity (3)
ECS 220 – Principles and Practices of Teaching Young Children (4.5)
ECS 235 0 Introduction to Curriculum (4.5)

Upper Division Courses (40 units)

ECS 300 – Inquiry and Methodology (4)
ECS 310 – Applied Infant/Toddler Studies (4)
ECS 320 – Applied Preschool/Primary Studies (4)
ECS 330 – Early Childhood Education Leadership and Social Justice (4)
ECS 320 – Language and Literacy in Multilingual Families and Communities (4)
ECS 350 – Contextual Approaches to Curriculum (4)
ECS 360 – Emergent Literacy in First and Second Language Acquisition (4)
ECS 410 – Clinical Practicum II (1)
ECS 410A – Clinical Practicum II Activity (3)
ECS 420 – Numeracy and Inquiry in Multilingual Contexts (4)
ECS 430 – Working with Exceptional Children and their Families (4)

Elective Core Courses (at least 8 units from the following)

ECS 120 – Health, Safety and Nutrition for Early Childhood Education (4.5)
ECS 230 – Teaching in a Diverse Society (4.5)
ECS 240 – Administration of Early Childhood Programs I (4.5)
ECS 250 – Administration of Early Childhood Programs II (4.5)
ECS 260 – Supervising Adults in Early Childhood Settings (3)
ECS 299/299A/299L – Special Topics for Lower Division Students (1-4/1-4/1-4)
ECS 499/499A/499L – Special Topics for Upper Division Students (1-4/1-4/1-4)
Other appropriate courses selected with CPP ECS Advisor's approval.

Emphases

Emphasis One. Leadership in Early Childhood (20 units)

ECS 370 – Assessment II (4)
ECS 380 – Physical Growth and Health (4)
ECS 390 – STEAM: Project Approach to Integrated Learning (4)
ECS 400 – Dynamics of Early Childhood Play (4)

ECS 400 – Diversity, Education, and the Arts (4)

Emphasis Two. Early Childhood Equity and Program Administration (24 Units)

ECS 240 – Administration of Early Childhood Programs 1 (4.5)
ECS 250 – Administration of Early Childhood Programs 2 (4.5)
ECS 260 – Supervising Adults in Early Childhood Settings (3)
EWS 290 – Multicultural Leadership (4)
ECS 365 – Early Childhood Leadership in the 21st Century (4)
EWS 330 – Ethnicity and Family Life
EWS 360 – Cultures of Childhood (4)

Emphasis Three. Infant/Toddler Programs and Practices (20 units)

ECS 370 – Assessment II (4)
ECS 375 – Curricular Approaches for Working with Infants and Toddlers (4)
ECS 385 – Relationship-based Approaches in Home and Community Settings (4)
ECS 460 – Programs and Policies for Infants, Toddlers, and Their Families (4)
ECS 470 – Infant/Toddler, Family and Program Perspectives in Intervention (4)

Emphasis Four. General (20 units)

Select 20 units in consultation with and with approval from your CPP ECS Advisor.

Senator Garver stated that the Academic Programs Committee did not receive any input.

The comment was made that the name of the degree is closer to Early Childhood Education (ECE). Dr. Garver stated that the Electrical and Computer Engineering Department uses the prefix ECE so the degree name was changed to Early Childhood Studies. The comment was made that the prefix could be KID.

This item will be a Second Reading on a future Agenda.

5.   Old Business

6.   Discussion   Time Certain

   a.   AA-003-145, Definition of Class Time Modules and Finals Schedule for CPP
         Semester Calendar – SECOND READING

         Committee Chair Halati was unable to attend the meeting. Vice Chair Eskandari reported.

         RECOMMENDATION:

         A.   The Academic Affairs Committee recommends that the Academic Senate approve the
               class time modules in attachment 1 to the report and the corresponding final exam
               schedule in attachment and recommend their adoption to the President.

         B.   The Academic Affairs and the Steering Committee for Semester Conversion shall develop
               an appropriate timeline for the departments to provide a pilot class schedule for AY 2018-
               2019. The Academic Affairs shall study the proposed schedules to determine if additional
               changes to the proposed time modules is needed. If it is determined that additional
               changes are needed, the Academic Affairs in consultation with the chair of the Academic
               Affairs sub-committee of Academic Senate may implement the required changes and
               notify the Executive Committee of the Academic Senate.

         Attached:

Attachment 7– Time Modules for Semester Calendar
Attachment 8– Finals Schedule for Semester Calendar

Vice Chair Eskandari presented a PowerPoint presentation. The presentation is posted on the Academic Senate website at: http://www.cpp.edu/~senate/packets/2014-15%20Packets/05-27-15.shtml under the title Time Modules Discussion. The presentation outlines the time utilization for each day of the week. Included in the presentation were popular quarter system time modules as well as graphs showing that the utilization of time modules. Dr. Eskandari observed that the Monday and Wednesday early morning time modules could be better utilized.   The proposed modules demonstrate that finals would not overlap.

Points of Discussion

- Modules for Laboratory and Activity classes
- Meeting days for 3-unit, 2-day classes
- Morning modules for 3-unit, 2-day classes
- Meeting days and times for 4-unit, 3-day classes
- MWF modules
- Offsetting 2-day classes with 1-day classes
- Meeting days and times for 4-unit, 4-day classes

Discussion - Room utilization

Did the Math Department provide feedback for the 4 unit classes? The 4 unit classes will meet on 3 days. The department is only interested in the MWF modules. Chair Speak stated that they have agreed that the commonly taught GE courses, except for calculus, will be 3 unit courses.

Do we extend the two modules in MW morning? The opinions expressed were yes - that the MW morning modules should be extended. The point was made that MW a.m. module is often when the lecture rooms are empty.

Concern was expressed that the rooms would not be filled on Friday.

The point was made that the 3 unit lecture and 1 unit of activity the rooms would be filled on MW and Friday would be used for the activity portion of the course. Also, co-requisite activities could fill the space.

An observation was made that there are online classes that meet only once a week or less. The course takes a time module. This would allow for flexibility for room utilization. The problem of using the room is that right now the day of the on campus class is not defined.

One senator pointed out that in the case of room utilization, what happens is that we do not have classes on MW and we underutilize the space.   The concern was expressed that the room may not be utilized on the corresponding Friday.

The point was made that the MW module might alleviate the conflicts for the TTH modules.

Provost denBoer expressed the concern that a MW module could create a problem with room utilization on Friday. The campus cannot under-utilize the classroom space or the campus will not be allocated new classroom buildings.

A senator stated that departments use space differently. Some departments use a twice a week class modules to achieve the learning objectives and others might benefit from a three day (MWF) module.

The point was made that there are a lot of classroom space available on MW morning. One option might be to schedule graduate courses at 8 a.m. It would give the graduate students an alternative to evening courses.

The meeting was adjourned at 4:46 p.m.