

Minutes

of the Academic Senate Meeting
March 7, 2018

- PRESENT: Alex, Chan, Dickson, Duran-Quezada, Fisk, Garcia-Des Lauriers, Guyse, Ibrahim, Jia, Landin, Lloyd, Merlino, Mirzaei, Myers, Nelson, Pacleb, Puthoff, Quinn, Sadaghiani, Salik, Speak, Sung, Urey, Von Glahn, Wachs
- PROXIES: Senator Lloyd for Senator Landin, Senator Urey for Senator Ortenberg, Senator Fisk for Senator Schmitzberger, Senator Nelson for Senator Shen, Senator Shih for Senator Small, Senator Alex for Senator Sohn
- NOT PRESENT: Gonzalez, Husain, Kampf, Kumar, Osborn, Polet
- GUESTS: L. Dopson, S. Eskandari, H. Evans, T. Gomez, F. Neto, J. Passe, L. Preiser-Houy, C. Santiago-Gonzalez, S. Shah-Fairbank,

Academic Senate Chair Shen was on travel, Vice Chair Phyllis Nelson conducted the meeting. Senator Fisk, Senate Parliamentarian, acted as Vice Chair.

1. [Academic Senate Minutes – February 14, 2018](#)

The February 14, 2018 Academic Senate Meeting Minutes are located on the Academic Senate website at http://www.cpp.edu/~senate/documents/packets/2017-18/03.07.18/Academic_Senate_MINUTES_02.14.18_Posted.pdf.

M/s/p to approve February 14, 2018 Academic Senate Meeting Minutes as posted.

2. [Information Items](#)

a. [Chair's Report](#)

Academic Senate Chair Shen was on travel, no report given.

b. [President's Report](#)

President Coley was on travel, no report given.

c. [Provost's Report](#)

No report given.

d. [Vice Chair's Report](#)

Vice Chair Nelson reported.

NEW REFERRALS: (4)

AP-020-178 BA in Liberal Studies – Pre-Credential Option

AP-021-178 Change the Sponsoring Unit to CLASS for the Science, Technology, and Society Major and Minor

AP-022-178 Update of Program Structures

GE-004-178 Review of American Cultural Perspectives Courses for Semester System

SENATE REPORTS FORWARDED TO PRESIDENT: (3)

AS-2765-178-AP HNFS Department Name Change Request

AS-2766-178-AP BS in Animal Science - Animal Science Option

AS-2767-178-GE Revision of the CPP GE Area Distribution Document

PRESIDENT RESPONSES TO SENATE REPORTS: (0)e. CSU Academic Senate

CSU Senator Speak stated that the ASCSU Standing Committee and Plenary Meetings are scheduled for March 14-16, 2018.

f. Budget Report

The Budget Report is located on the Academic Senate website at

<https://www.cpp.edu/~senate/documents/packets/2017-18/03.07.18/Budget-Report-March2018.pdf>.

Senator Lloyd reported.

Senator Lloyd stated that the Budget Committee had a very productive meeting with President Coley, Danielle Manning, Vice President and Chief Financial Officer, Joseph Simoneschi, Associate Vice President for Finance and Administrative Services, and Mark Lopez, Budget Director. There will be a complete report out of this meeting at the April Academic Senate Meeting.

Senator Lloyd shared some good news from the meeting. There will be an additional \$500,000 allocated for bottleneck courses, as well as budget for 43 tenure-track searches in 2018-19 and 46 tenure-track searches for 2019-20.

g. CFA Report

The CFA Report is located on the Academic Senate website at

<https://www.cpp.edu/~senate/documents/packets/2017-18/03.07.18/CFA-Report-to-the-Academic-Senate---3-7-2018.pdf>.

Dr. Weiqing Xie, CFA Pomona Chapter President reported.

Dr. Xie announced that the CFA and Students for Quality Education (SQE) will be hosting an action in Sacramento on April 4, 2018 urging the governor and lawmakers to allocate more funding for the CSU. The organizations will rally at the State Capitol from 10 am to 2 pm. Faculty participation in the rally would be appreciated. If any faculty are interested in attending please RSVP at <https://www.calfac.org/rsvp-freethesuu>.

On Friday, May 4, 2018, CFA Pomona Chapter and the Office of the President will jointly host **An Unconscious Bias Workshop**. There will be a detailed announcement soon.

h. ASI Report

No report given.

i. Staff Report

No report given.

j. Semester Conversion Report

Dr. Neto, Director of Semester Conversion, reported.

The focus continues to be student advising. Students are realizing that semester conversion is approaching quickly and answering any questions and dealing with any concerns that the students may have is the top priority.

The semester catalog is being finalized. The semester enrollment requirements are being cleaned up and introduced into PeopleSoft. The plan is to have all departments' information entered by the end of this week. By March 17, 2018, all logic should be complete and by March 30, 2018, all pre-requisites will be in PeopleSoft.

k. WSCUC Report

The WSCUC Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2017-18/03.07.18/WSCUC-Update---Senate-3_7_2018.pdf.

Dr. Preiser-Houy, Interim Associate Vice President for Academic Programs & Accreditation Liaison Officer, reported.

The Working Groups are finalizing the second draft of the essays for the institutional report. The first draft of the institution will be worked on in spring 2018. There will be an opportunity to provide feedback to the draft institutional report at an open forum on May 2, 2018 from 11:30 am to 1:00 pm.

The final institutional report is due to the WSCUC Commission on December 4, 2018. On February 12, 2019, there will be an Offsite Review (OSR) with the Peer Review Team. The WSCUC Accreditation Visit will be in fall 2019 on October 29 – 31, 2019.

Dr. Shah-Fairbank, Director of Assessment and Program Review, provided a status update on the institutional level assessment of core competencies.

At an institutional level, evaluating how students near or at graduation are performing on the five (5) core competencies regardless of their degree/major. The data is being gathered at the college level, the major degree level, as well as for the General Education program. The five (5) core competencies are:

- Written Communication
- Critical Thinking
- Information Literacy
- Quantitative Reasoning
- Oral Communication

This data will provide the university/colleges/programs an opportunity to reflect on student learning. Faculty across all colleges are engaging in this effort to develop strategies and actions on how to improve student learning. Dr. Shah-Fairbank referenced a one-page "poster" titled "[Engaging Faculty in Evidence-Based Assessment through Institutional-Level Rubric Design](#)" that details some of the data gathered.

Dr. Shah-Fairbank shared that there is a high level of faculty engagement assessing the core competencies. There are approximately 160 faculty members that have been engaged in assisting with the University's effort in collecting data; from creating rubrics to assessing student learning. The data is showing that 80 to 90 percent of students in courses at or near graduation are achieving the goals of developing and mastery of core competencies. In addition, the data shows that students engaged in high-impact practices such as undergraduate research and

service learning are performing at a higher level of competency.

Dr. Shah-Fairbank presented the following actions at the university level that will strengthen and show growth in student learning:

- Compare student achievement of SLOs based on their involvement in multiple High Impact Practices (HIPs).
- Provide students with rubric for feedback and self-evaluation.
- Encourage students to participate in tutoring and supplemental instruction.
- Provide re-instruction within courses on what is being assessed.
- Engage faculty and librarians to co-develop modules for Information Literacy.
- Develop faculty-driven assessment frameworks to promote quality and educational effectiveness of academic programs.

The Office of Academic Programs is offering an [Assignment Charrette](https://www.cpp.edu/~senate/documents/packets/2017-18/03.07.18/3.9.18-and-3.13.18-Assignment-Charrette-Information.pdf) on March 9th and March 13th. The Assignment Charrette information is on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2017-18/03.07.18/3.9.18-and-3.13.18-Assignment-Charrette-Information.pdf>. This will be a working meeting where faculty can get feedback on assignments. Participants will engage in a peer review process of course assignments to better align them with Student Learning Outcomes.

Question: Referencing the “poster” there is a scale, 0 to 3, associated with each of the criteria of the core competencies, what do those numbers mean?

Response: 1 is introductory, 2 is developing, and 3 is mastery of the criteria. The different colors on the charts for Institutional Results represent the group of courses; blue is lower division General Education, grey is upper division General Education, and the yellow is core competency which is at the major and the upper division synthesis General Education courses. The charts show growth between lower and upper division GE, although it is not significant that is being attributed to the rubrics and how faculty are using them.

Question: Why does the model for assessment being driven by MPPs, referencing the title box of the “poster”, where in semester conversion there was a faculty member at the top of the chart? What is the strategy for faculty participation in assessment?

Response: Dr. Shah-Fairbank clarified that she is an associate professor in Civil Engineering and not an MPP. The majority of rubrics developed over the last five or six years starting in 2012 when the institution started looking at how to assess core competencies were developed by faculty members. The intent is not to duplicate work for departments, Dr. Shah-Fairbank stated that she is requesting assessment plans to determine what is being done at the program level and those plans can be used to explain how core competencies are being assessed for that program. Dr. Preiser-Houy added every program is not expected to use the rubrics provided, if a program has learning outcomes that align to the institutional learning outcomes for core competencies it would help if the institutional level rubrics are used to assess student learning for the core competencies. This will show the peer reviews how the students are engaging in the learning outcomes at the core competency level across the colleges and programs. The rubrics were developed by faculty; they were developed at the committee level and updated with the feedback provided from the College Assessment Committees.

3. New Business

4. Consent Agenda

Vice Chair Nelson explained that items put on the consent agenda are considered non-controversial.

There are both first and second readings on the consent agenda and adoption the consent agenda means all first reading reports are considered received and filed and all second reading reports are adopted. Per procedure, any senator can request that an item be removed from the consent agenda.

- a. AP-004-178 Discontinuation of Agriculture, M.S. – Irrigation Science Option – **SECOND READING**
- b. AP-005-178 Discontinuation of M.S. Electrical Engineering (Self-Support) – **SECOND READING**
- c. AP-006-178 German Studies for the Professions Certificate – **SECOND READING**
- d. AP-007-178 Discontinuation of Administrative Services Credential – Experimental Program Standards – **SECOND READING**
- e. AP-008-178 Discontinuation of Autism Spectrum Disorders Added Authorization – **SECOND READING**
- f. AP-009-178 Dietetic Internship Certificate – **SECOND READING**
- g. AP-010-178 Adapted Physical Education Added Authorization – **SECOND READING**
- h. AP-011-178 Preliminary Education Specialist Credential, Mild/Moderate Disabilities – **SECOND READING**
- i. AP-012-178 Reading Certificate Added Authorization – **SECOND READING**
- j. AP-013-178 Physics, B.S. – Astrophysics Emphasis – **SECOND READING**
- k. AP-016-178 Intern Credential Program – **SECOND READING**

There were no requests to remove any reports from the consent agenda.

M/s/p to adopt the consent agenda – the vote was unanimous.

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

- a. [AP-017-178](#) [Amicable Split: Early Childhood Studies and Department of Education to Become Two Separate Departments within the College of Education and Integrative Studies – FIRST READING](#)

The first reading report for AP-017-178, Amicable Split: Early Childhood Studies and Department of Education to Become Two Separate Departments within the College of Education and Integrative Studies, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap017178fr.pdf>.

Senator Shih, Academic Programs Committee Chair, presented the report.

M/s to receive and file AP-017-178, Amicable Split: Early Childhood Studies and Department of Education to Become Two Separate Departments within the College of Education and Integrative Studies

RECOMMENDATION:

The Academic Programs Committee recommends approval of the amicable split of Early Childhood Studies from the Department of Education. We further recommend that courses with the ECS prefixes be placed under the control of the new Early Childhood Studies Department, while the other prefixes remain under the control of Education.

DISCUSSION:

The Academic Programs Committee has consulted with all relevant parties and this report appears to be non-controversial. No additional comments have been provided to the committee.

- b. [AP-018-178 Amicable Split of Educational Leadership Doctoral Program and the Administrative Credential Certification Program from the Department of Education to Become Their Own Separate Department of Educational Leadership – FIRST READING](#)

The first reading report for AP-018-178, Amicable Split of Educational Leadership Doctoral Program and the Administrative Credential Certification Program from the Department of Education to Become Their Own Separate Department of Educational Leadership, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap018178fr.pdf>.

Senator Shih, Academic Programs Committee Chair, presented the report.

M/s to receive and file AP-018-178, Amicable Split of Educational Leadership Doctoral Program and the Administrative Credential Certification Program from the Department of Education to Become Their Own Separate Department of Educational Leadership.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the amicable split of the Educational Leadership Doctoral and Master's Program and the Administrative Credential Certification program from the Department of Education to become their own separate Department of Educational Leadership. We further recommend that courses with the EDD and EDL prefixes be placed under the control of the new Educational Leadership Department.

DISCUSSION:

The Academic Programs Committee has consulted with all relevant parties and this report appears to be non-controversial. There were no objections and no additional comments have been provided to the committee.

Clarification was provided that the department of Education would contain the Early Childhood Studies (ECS) and the Credential Programs and the newly formed Department of Educational Leadership would have the Educational Leadership Doctorate, the Master's Program, and the Administrative Credential Certification Program.

It was confirmed that each of the programs already has their own prefix for their courses.

Senator Lloyd, Budget Committee Chair, stated that recently for AP-001-178, Amicable Split: From Department of Psychology & Sociology to Department of Psychology AND Department of Sociology, there was a budget worksheet required for the report and asked if there are any budgetary implications for this change. Senator Shih responded that the Academic Programs Committee only looked at the curricular aspect of this change. Senator Lloyd then asked if there is a procedure or a process in place where the Budget Committee would look at any budgetary impact from this department split.

Jeff Passe, Dean of the College of Education and Integrative Studies, responded that the budgetary implications have been reviewed with the Provost. There are funds already provided for these programs. Early Childhood Studies (ECS) is funded through a very generous donation that will cover any additional costs. In the case of the Department of Education Leadership Program, according to CSU rules, any additional revenue that comes from fee and tuition payments have to stay within the doctoral program, so the funding is already accounted for and will not require any adjustment.

Senator Speak stated that he appreciates that all budgetary implications have been considered, but he believes that Senator Lloyd's concern was more about Academic Senate procedures. It was recommended that AP-018-178, Amicable Split of Educational Leadership Doctoral Program and the Administrative Credential Certification Program from the Department of Education to Become Their

Own Separate Department of Educational Leadership, be sent to the Academic Senate Budget Committee for review prior to the second reading of the report. Senator Wachs agreed with the suggestion that the report be sent to the Budget Committee since a similar referral, AP-001-178, Amicable Split: From Department of Psychology & Sociology to Department of Psychology AND Department of Sociology, was required to consult with the Budget Committee.

Provost Alva added that the policies and guidelines should be revisited to consider department splits and there should be an expectation that new programs and departments should be given a curricular review through the appropriate Academic Senate committee and a budgetary review from the Academic Senate Budget Committee. The difference between the two referrals is that the CEIS referral brings their own monetary resources for the department split. The Provost recommended that the College of Education and Integrative Studies provide information on the costs associated with the department split and where the funding is coming from, to maintain a consistent process for the two referrals. The Provost supported Senator Speak's recommendation that this report be given a budgetary review prior to the second reading.

Dr. Neto added that the Department of Education has the course prefixes: EDU, EDS, ECI, EMM, ECS, ERA, EDL, and EDD. The report did not address all of the prefixes because of Office of Academic Programs requested that the report detail which prefixes are impacted by the departmental split.

c. [AA-003-178](#) [Structure of Academic Programs Assessment Committee \(APAC\) – SECOND READING](#)

The second reading for AA-003-178, Structure of Academic Programs Assessment Committee, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa003178sr.pdf>.

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

M/s to adopt AA-003-178, Structure of Academic Programs Assessment Committee.

RECOMMENDATION:

The Academic Affairs Committee recommends that the structure of the Academic Programs Assessment Committee (APAC) be defined as follows.

Structure of the Academic Program Assessment Committee

PREAMBLE

Based on feedback from faculty members, college leadership, and WSCUC Steering Committee, there are emerging needs to clarify, update and formalize the structure of the Academic Program Assessment Committee (APAC) and to strengthen the communication and alignment between this university-level assessment committee and the college assessment committees.

The ultimate goal is to improve the critical linkages between the institutional and program level assessment efforts so as to facilitate the bi-directional coordination, understanding, and visibility of student learning assessment and improvement initiatives on campus. There is also a need to provide assessment analysis and professional development support to faculty as related to the university and program-level assessment efforts and initiatives. This document delineates an updated mission, responsibilities, and membership of the Academic Programs Assessment Committee (APAC).

MISSION

The Academic Program Assessment Committee (APAC), which has faculty leadership, provides a forum for the exchange of assessment information and strategies among undergraduate and graduate programs. It coordinates assessment efforts for the campus, showcases evidence-based assessment and establishes guidelines for comprehensive student outcome assessment and outcomes visibility throughout the institution.

The committee supports the development and implementation of department and university assessment plans. It reviews, provides feedback and consults with departments on the annual assessment reports and the assessment reports submitted to the university through the program review process. It also reviews and provides feedback on campus assessment plans and reports that may be required by the WASC Senior College and University Commission (WSCUC). Furthermore, the committee identifies and proposes innovative approaches or improved practices in assessment. Additionally, it collaborates with the Faculty Center for Professional Development on professional development activities related to assessment of student learning and the integration of teaching, learning and assessment.

The committee is chaired by the Faculty Director of Assessment and Program Review. Furthermore, it is supported by the Administrative Support Analyst. The Associate Vice President for Academic Programs serves as the ex-officio member of the committee. The committee meets bi-weekly during each academic term.

RESPONSIBILITIES OF THE COMMITTEE MEMBERS

- Ensure that each college is represented at each APAC meeting.
- Establish policies, procedures, and guidelines at the university level associated with assessment of student learning.
- Review and provide feedback and recommendations on annual assessment reports (e.g., MQIDs, IEEIs, etc.) and program review assessment reports.
- Review and provide feedback on campus assessment plans and reports for WSCUC.
- Contribute to APAC regarding assessment practices, policies, and experiences.
- Disseminate university-level assessment findings to college constituents.
- Participate in university-related assessment seminars and workshops.

COMMITTEE MEMBERSHIP

- APAC Chair:
- Faculty Director of Assessment and Program Review

- APAC Members:
- 1 Chair of College Assessment Committee from each academic college and University Library
- 1 (optional) Faculty Representative from each academic college and University Library
- 1 Associate Dean
- 1 Student Affairs Representative
- Associate Vice President for Academic Programs (ex-officio)

DISCUSSION:

This policy formalizes the structure of an existing committee, the Academic Programs Assessment Committee (APAC). No comments have been received since the first reading.

The motion to adopt AA-003-178, Structure of Academic Programs Assessment Committee, passed unanimously.

d. [AA-004-167](#) [Request for Review and Update of Campus Service Learning Policy – SECOND READING](#)

The second reading for AA-004-167, Request for Review and Update of Campus Service Learning

Policy, is on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa004167sr.pdf>.

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

M/s to adopt AA-004-167, Request for Review and Update of Campus Service Learning Policy.

RECOMMENDATION:

The Academic Affairs Committee recommendation is that we adopt the following updated policy.

SERVICE-LEARNING POLICY
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

(1) In 2003, the Academic Senate approved the following definition of service-learning:

Service learning:

- 1) is a pedagogy that provides students with structured opportunities to learn, develop, and reflect through active participation and thoughtfully-organized community involvement
- 2) enhances the academic experience of students by relating academic content and course objectives to issues in the community
- 3) integrates assessment and student reflection on the interrelationships between course content and community-based learning activities
- 4) is conducted in the community and meets the needs of the students, faculty and community partners
- 5) fosters civic competence and engagement

(2) All department chairs, associate deans, and deans shall be regularly informed of the policies contained in CSU Office of the Chancellor Executive Orders 829 (insurance requirements for agreements - <http://www.calstate.edu/eo/eo-829.pdf>) and 1051 (use of waivers of liability - <http://www.calstate.edu/eo/eo-1051.html>) as well as campus policies currently in place.

(3) Service-Learning Agreements

- a. Agreements shall be instituted/reviewed on an annual basis with nonprofit agencies/government agencies/school districts before the placement of students at these locations. Agreements can be renewed every five years and are signed by the Provost or his/her designee. Agreements can be completed electronically and stored online through the Chancellor's Office of Community Engagement software placement system S4 (at Cal Poly Pomona, the system is called BroncoSERV.) The website that houses the documents is www.app.calstates4.com. Hard copy agreements will be filed at the Center for Community Engagement for six years.

(4) Site Visits

- a. Sites should be visited and evaluated for service-learning placement whenever a new organization is being considered. Once an organization has been evaluated, further site visits need only be conducted every three years, unless there is a concern noted by a student or faculty member, or if there is a major change in the facility or working conditions.

- b. CCE staff, faculty, or college staff can be designated to conduct the site evaluation. Faculty and/or university staff making the site visits are not risk management experts and will utilize a reasonable person standard when evaluating sites.
- c. The site visit shall be documented on the university Site Visit form. The completed form will be filed at the Center for Community Engagement and retained for six years. Site Visit forms will be stored on the BroncoSERV online system.
- d. Sites will provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Learning Site's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; and information detailing where students check-in and how they log their time.

(5) Service-Learning Designation

- a. Any course that has a service-learning component must be officially designated. In 2003, the Academic Senate approved the following criteria for a service-learning course to be designated in the university catalog and for administrative purposes:
 - i. be a component of a university course and be described in the syllabus
 - ii. integrate community issues and classroom learning
 - iii. include preparation of students for community environment such as tours, presentations, and/or readings
 - iv. provide structured opportunities, such as writing assignments and group discussion, for students to reflect on the connections between their service experience and course objectives
 - v. include an assessment of student ability to integrate the academic and community experience
 - vi. take place at sites evaluated and approved by the course instructor in the partnership with the community
 - vii. be evaluated by the student, community partner and the instructor.
- b. The document Course Designation Procedures and Request Form must be completed and signed by the department chair and the dean one quarter prior to initial course offering.
- c. It shall be the responsibility of the course instructor to turn in the completed designation form to the Center for Community Engagement staff within the stated deadlines.
- d. The Center for Community Engagement will then review the documentation and forward the designation to the Senior Curriculum Analyst to create a parallel course with an "S". Once the "S" course is created, the department scheduler can schedule the course for future quarters.
- e. The "S" designation can be renewed every five years. All designation paperwork is filed at the Center for Community Engagement and retained for ten years.

(6) Learning Plan, Emergency Contact Information, Release of Liability and Video/Audio Image Release Forms

- a. It shall be the responsibility of the course instructor to have students (those enrolled in their current service-learning course) complete the Release of Liability Form, Learning Plan, Emergency Contact Form and Video/Audio Image Release Form. Instructors will provide BroncoSERV website to students enrolled to complete all four forms. Forms must be completed prior to students beginning their service. Forms will be stored on the BroncoSERV system.

- b. It shall be the responsibility of the course instructor to inform students under the age of 18 to print forms from the BroncoSERV system, get their parent signature and return forms to course instructor. Those forms are to be turned in to the Service-Learning Coordinator at the Center for Community Engagement to be stored for three years in a locked cabinet.
- c. These required forms are to be completed by all enrolled students for each course.
- d. Course instructors will utilize the BroncoSERV system as confirmation that required forms have been completed by their enrolled students.
- e. The course instructor will ensure that no student is placed on site without the above required documentation.

(7) It shall be the responsibility of Academic Programs to conduct random audits to ensure that agreements are instituted/renewed, site visits are conducted, and emergency contact information, learning plans, video/audio image release forms and release of liability forms are completed online through BroncoSERV or turned into the Center for Community Engagement for filing.

DISCUSSION:

This policy had to be updated to include the BroncoSERV system as the online storage system for policies and documents. This was needed to be in compliance with the Chancellor's Office. No comments have been received since the first reading.

The motion to adopt AA-004-167, Request for Review and Update of Campus Service Learning Policy, passed unanimously.

6. Discussion

a. Campus Master Plan Update

The PowerPoint Presentation for the Campus Master Plan Update is located on the Campus Master Plan 2018 website at <http://www.cpp.edu/~fpm/planning-design-construction/docs/ CPP-Academic-Senate-Overview-March-2018.pdf>.

Carolyn Krall from the architectural firm of Ayers Saint Gross presented. Dan Johnson from Cal Poly Pomona Facilities, Planning, Design and Construction was also in attendance.

Ayers Saint Gross is a national architectural and planning firm based out of Baltimore, Maryland. One hundred percent of Ayers Saint Gross's work has an educational focus with approximately 85% of the work for colleges and universities. The approach is workshop based with much of the process structured around intensive campus involvement and engagement. Ayers Saint Gross is research informed; they keep an extensive database of campus physical layouts, statistics, program information, campus sizes, prototypes, models, precedents, etc. Ayers Saint Gross will be testing various planning option scenarios recognizing that master plans look 10 to 15 years in the future so things will change. Looking at various scenarios can sometimes offer flexibility in how to solve the next planning challenge.

The planning process is customized to be unique to Cal Poly Pomona's mission, culture and strategic plan goals. This is done through engaging many different stakeholders through an iterative process and the narrative that informs decision making begins to take place.

Master Plan Steering/Advisory Committee:

- President's Cabinet – acts as the Master Plan Executive Committee. Provides planning direction and is the lead decision-making body.
- Master Plan Advisory Committee (see slide 6 for membership) represents the stakeholders,

engages and advises the planning team.

- Campus Stakeholders, including Academics (Provost, Deans, and Programs) and all aspects of student life and success participate and provide input. The stakeholders become communicators with their own groups.
- CPP Facilities Planning orchestrate and facilitates the process.
- Master Planning Consultant Team provides analysis, expertise and plan content.

The Master Plan is one of three planning tools. The Strategic Plan establishes the direction for needs and growth. The Master Plan guides the physical development to support the direction provided by the Strategic Plan and the Financial Plan facilitates the implementation of these plans.

It is very important that the planning process is transparent, understandable and supports the overall plan proceeding in the right direction. The steps of the planning process are:

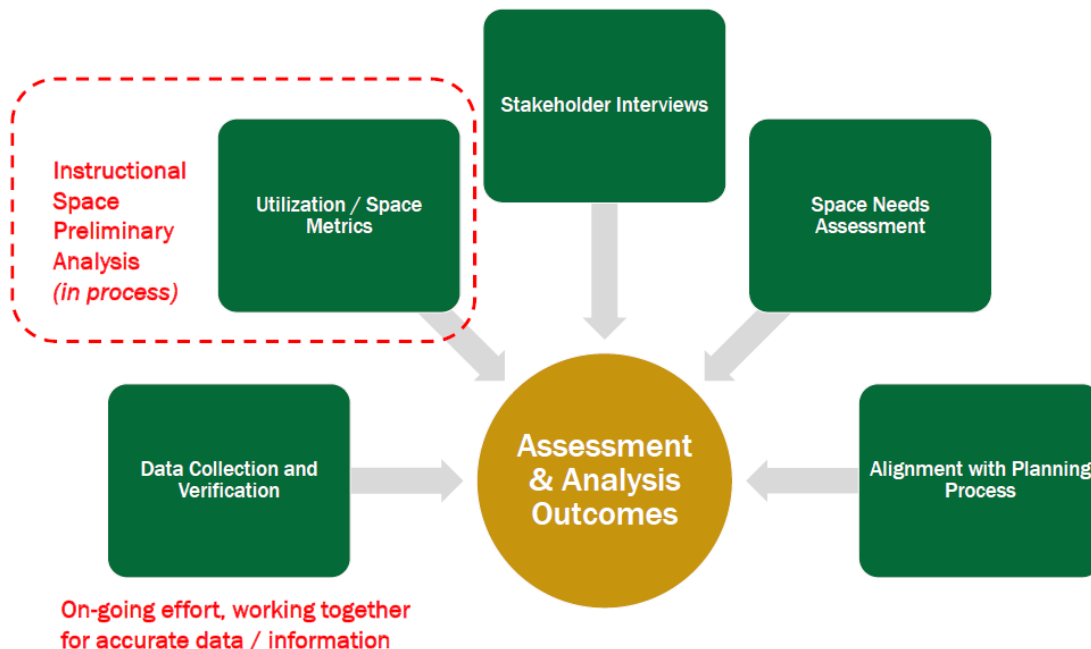
- Project Kick-Off
- Observations and Analysis
- Conceptual Plans
- Precinct Studies/Alternates
- Draft Plan and Phasing
- Final Plan and Reports

Although the process appears linear, it is an iterative process. Cal Poly Pomona is in the conceptual plans phase of the planning process, which is fairly early in the overall process.

The Master Plan also includes a space analysis and needs assessment. This starts with data collection, followed by understanding existing space distribution which will look extensively at instructional space utilization, and then will meet with individual stakeholders to talk about current needs as well as directions for the future in order to support both the Strategic and Academic Plans.

process:

Components of the Space Study



The instructional space utilization preliminary analysis looks at a particular group of classrooms to

determine how extensively they are scheduled and how does the utilization measure up to the expectations/targets of the CSU System. See example below (slide 31 or PowerPoint presentation).

process: **INSTRUCTIONAL SPACE UTILIZATION**

Classrooms	Class Laboratories
42 Total Rooms	11 Total Rooms
79%	21%



Utilization by Time of Day - Fall 2016

Time	Monday	Tuesday	Wednesday	Thursday	Friday	*Average
8:30 PM	50% 21 Rooms	45% 19 Rooms	48% 20 Rooms	43% 18 Rooms	28% 11 Rooms	43% 18 Rooms
7:30 PM	62% 26 Rooms	62% 26 Rooms	60% 25 Rooms	60% 25 Rooms	26% 11 Rooms	55% 23 Rooms
6:00 PM	90% 38 Rooms	79% 33 Rooms	88% 37 Rooms	76% 32 Rooms	24% 10 Rooms	71% 30 Rooms
5:30 PM	17% 7 Rooms	17% 7 Rooms	14% 6 Rooms	17% 7 Rooms	0% 0 Rooms	12% 5 Rooms
4:00 PM	45% 19 Rooms	40% 17 Rooms	40% 17 Rooms	40% 17 Rooms	0% 0 Rooms	33% 14 Rooms
2:30 PM	93% 39 Rooms	86% 37 Rooms	88% 37 Rooms	86% 36 Rooms	12% 5 Rooms	74% 31 Rooms
2:00 PM	90% 38 Rooms	79% 33 Rooms	86% 36 Rooms	74% 31 Rooms	14% 6 Rooms	69% 29 Rooms
12:30 PM	88% 37 Rooms	93% 39 Rooms	88% 37 Rooms	88% 37 Rooms	2% 1 Rooms	71% 30 Rooms
11:30 AM	86% 36 Rooms	93% 39 Rooms	88% 37 Rooms	93% 39 Rooms	40% 17 Rooms	81% 34 Rooms
11:00 AM	64% 27 Rooms	86% 36 Rooms	62% 26 Rooms	63% 26 Rooms	40% 17 Rooms	67% 28 Rooms
10:30 AM	81% 34 Rooms	95% 40 Rooms	79% 33 Rooms	93% 39 Rooms	52% 22 Rooms	81% 34 Rooms
10:00 AM	76% 32 Rooms	95% 40 Rooms	74% 31 Rooms	95% 40 Rooms	40% 17 Rooms	76% 32 Rooms
9:30 AM	69% 29 Rooms	88% 37 Rooms	67% 28 Rooms	86% 36 Rooms	38% 16 Rooms	69% 29 Rooms
8:30 AM	57% 24 Rooms	88% 37 Rooms	55% 23 Rooms	88% 37 Rooms	24% 10 Rooms	62% 26 Rooms
8:00 AM	7% 3 Rooms	19% 8 Rooms	7% 3 Rooms	21% 9 Rooms	2% 1 Rooms	12% 5 Rooms
7:00 AM	5% 2 Rooms	17% 7 Rooms	5% 2 Rooms	19% 8 Rooms	5% 2 Rooms	10% 4 Rooms

Total classrooms = 42

* The average is calculated on Monday through Friday use.

Communication is an extremely important part of this process. There is a CPP Campus Master Plan website located at <http://www.cpp.edu/~fpm/planning-design-construction/master-plan-2018/index.shtml>. Every meeting and presentation is located on the website. The presentations are annotated with notes and questions from the event prior to being posted on the website. The website provides visibility to the entire process.

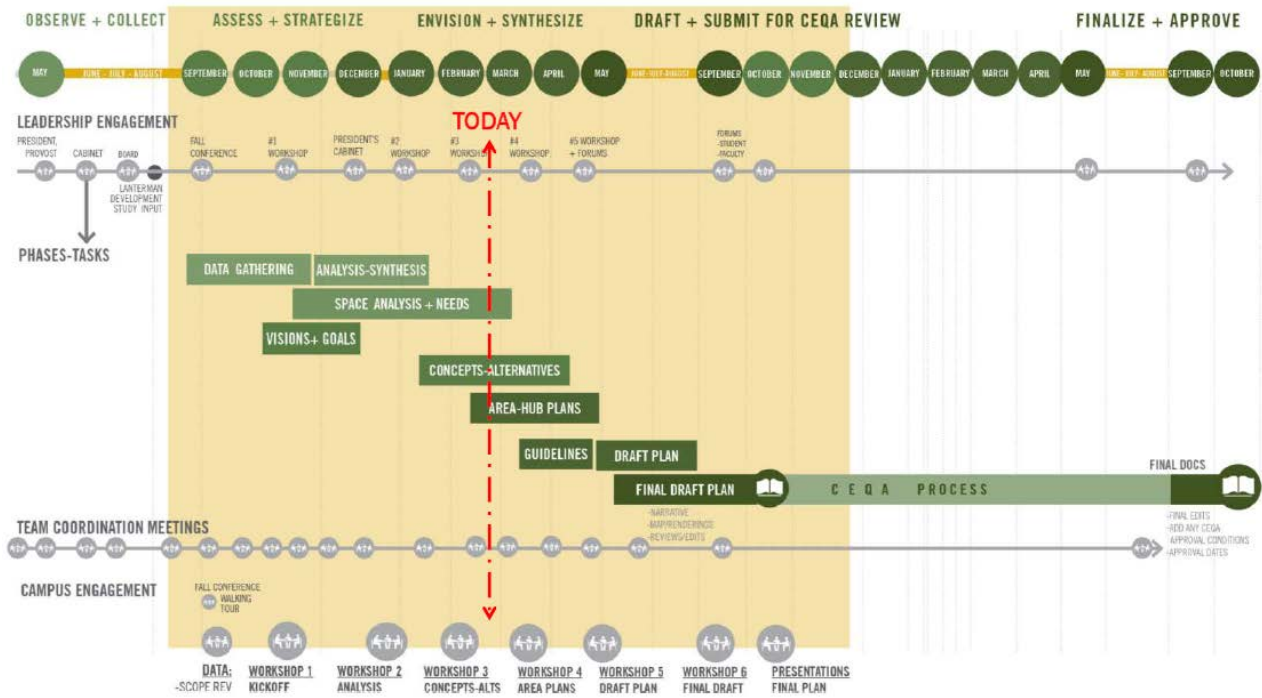
The timeline for the process is more than a year long, it started in fall 2017 and will go through fall 2018 (see timeline below, slide 13 of the PowerPoint presentation).

Master Plan goal, as stated by President Coley, “the 2018 Cal Poly Pomona Master Plan Update will be comprehensive, broad, and intentional about furthering Cal Poly Pomona’s place in the future of the country.” This goal speaks to leadership and strong aspirations.

The following strategic initiatives are reflected in the planning of the Campus Master Plan:

- Deliver quality programs that promote integrative learning, discovery, and creativity
- Enhance Student Learning, Development, and Success
- Prepare our students for the future of work and civic engagement
- Strengthen our Economic Vitality and Impact
- Advance Organizational Development and Employee Excellence

process: Timeline – Fall 2017 to Fall 2018



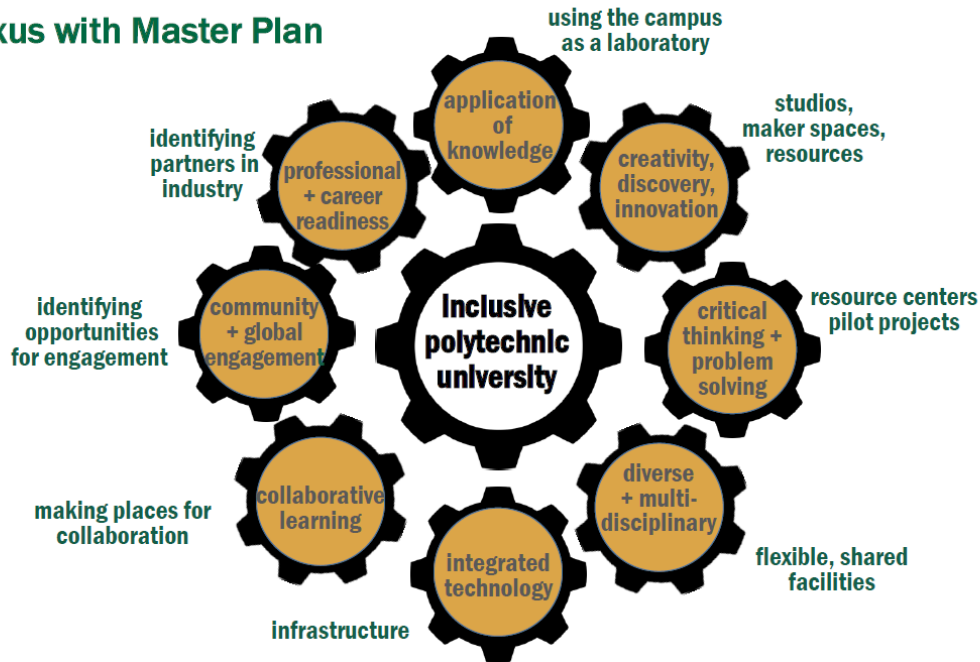
Carolyn Krall quickly went over another Ayers Saint Gross project, University of Arizona Master Plan, to illustrate the relationship between a physical master plan and a strategic plan. Generally people think that a master plan details where the next building is going to be located, but in Cal Poly Pomona’s case there may not even be another new building in the plan. These days master planning is more about understanding how existing assets and resources can be used to support the larger strategic goal. Refer to PowerPoint slides 18 through 26 for more details on the University of Arizona project.

For Cal Poly Pomona, Ayers Saint Gross looker at the nexus between the Academic Plan elements and the Master Plan (see below, slide 28 of the PowerPoint presentation). For example, for the Academic Plan element of *integrated technology* the Master Plan nexus would include upgraded infrastructure to support integrated technology. For the *application of knowledge* element, how can the campus be used as a laboratory for applied knowledge. For *critical thinking and problem solving*, the Master Plan may include some resource centers and opportunities for pilot projects that engage interdisciplinary critical thinking.

goals: Academic Plan Elements

Cal Poly Pomona

Nexus with Master Plan



Carolyn Krall explained the audience participation exercise of the Master Plan update, “What are your TOP Five ‘Campus Needs’ Priorities?” There were nine (9) different generalized campus needs identified for this exercise and the participant needed to identify and prioritize their top five (5) needs. This exercise was not designed to be carefully thought about and discussed, it was a “top of the head”, “first instinct” exercise. Blank cards, AKA “wild cards”, were also provided if needed. The color coding for the stickers used in the exercises are as follows:

- Pinks are student-oriented
- Yellows and oranges are faculty/staff and supporting facilities
- Greens are campus orientated
- Blues are community oriented

After all of the papers are submitted, the stickers are counted, scored and ranked. The choices in each exercise are different but the color coding remains the same.

The results from the President’s Cabinet “Big Picture” exercise were presented. The top five (5) priorities from the President’s Cabinet are:

1. Attracting/retaining top quality faculty, staff
2. Campus encourages collaboration, gathering hubs and crossroads
3. Increasing enrollment, persistence, retention and student success
4. Facilities supporting dynamic instruction and active learning
5. Optimizing alignment and utilization between programs and facilities

Ms. Krall stated that very few campuses choose “optimizing alignment and utilization between programs and facilities” in their top five priorities. In fact, she stated that many campuses do not really understand that type of alignment and she found that very interesting.

The same exercise was done at the Fall Conference by 65 to 70 people, a mixture of faculty and staff. The alignment between the results from Fall Conference and the President’s Cabinet were very similar. The results from Fall Conference are:

1. Quality facilities supporting active learning
2. Attracting/retaining top quality faculty, staff
3. Increasing enrollment, persistence, retention and student success
4. Wild Card
5. Optimizing alignment and utilization between programs and facilities

The wild cards from the Fall Conference exercise were visibility of artwork on campus, visibility of student work, demonstrate sustainability, improve access for bikes, and creation of a transit hub/stop.

According to Ms. Krall it is remarkable how aligned the results from both groups are in terms of “off the top of your head what is most important”. These results indicate that the campus as a whole has a good sense of its mission, its goals, its values and the ability to communicate and understand those values.

Academic Senate Exercise: Campus Needs



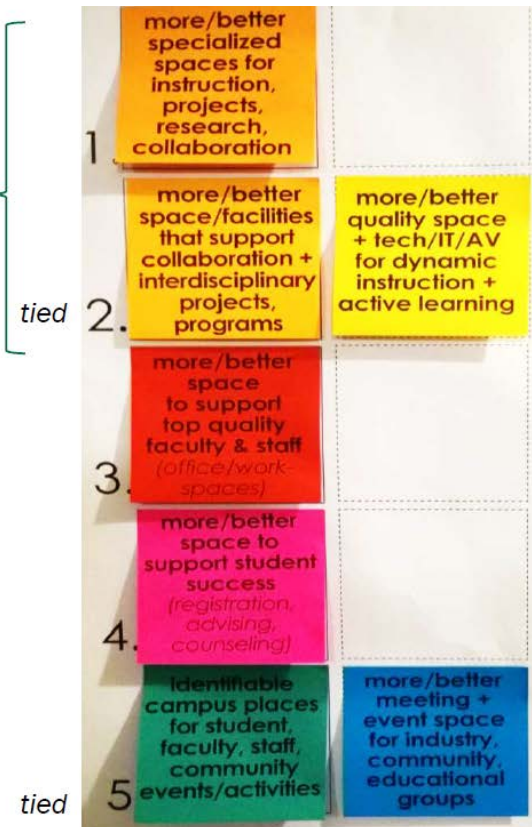
The following shows the results of the Academic Senate Exercise: Campus Needs:

Academic Senate Exercise: Campus Needs

emphasis on the
quality-quantity of
instructional spaces

#4 WILD CARDS:

- better transportation and transit connectivity
- more efficient separation of vehicles and pedestrian/bicycle traffic
- faculty housing
- more/better space for poor students, vulnerable students, DACA students
- resources for students (CAPS, undocumented students)



These results align with the other information that Ayers Saint Gross has gathered during the data collection process; the need for more and better instructional space including specialized facilities that meet the polytechnic needs of Cal Poly Pomona along with upgraded infrastructure to support all the needs.

Carolyn Krall quickly presented an update on the process and progress of the Master Plan. See slides 43 through 64 for more details (all material from the activities is on-line at <http://www.cpp.edu/~fpm/planning-design-construction/master-plan-2018/index.shtml>). Some of the key points are:

- Cal Poly Pomona is a beautiful campus and there is a lot of love for the campus
- Improvements needed –
 - bike lanes
 - pedestrian routes
 - campus lighting
 - sustainability
- Campus is a challenge for those with accessibility issues
- Need to better connect “academic core” with the “sub cores”, those areas that are removed from the main campus
 - Need to improve connectivity through campus transit
 - Current transit system is challenging
- Parking resources are in many different locations on campus
 - Makes sense that parking is located near academic program areas
 - Can exacerbate transit connectivity
 - More land dedicated to parking than dedicated to academic buildings
- The campus has a significant tree canopy, approximately 20%
 - Many areas on campus lack shade

Five overlapping themes emerged from a large cross-section of stakeholder engagement sessions and Cal Poly Pomona’s Strategic and Academic Plans.

1. Student Experience Above All – All decisions put the student experience at the forefront, from physical space, facilities and accessibility to programs and policies, housing and recreational programs. Several faculty members have talked about the intersectionality between the social, recreational, and intermural activities on campus and the academic learning activities. The more the activities are connected, the more seamless they appear to the students and the more engaged students are.
2. Polytechnic Approach – Campus is a laboratory which supports teaching and learning by doing, inside and outside of the traditional educational settings.
3. Connectivity is Key – Connectivity is key to orientation/wayfinding and ease of circulation for a safe, inclusive and fully accessibility campus. This is more than physical connectivity, this includes education program connectivity and social activity connectivity. If the physical environment does not support connections it is hard to get the programs to support those connections. Students get thwarted by their desire to have the connections and the inability to make the connections.
4. Pedestrian Campus in a Commuter Reality – Campus must be walkable/bikeable, safe and accessible for all students, whether commuting or living on or near campus, as well as faculty, staff and visitors.
5. Sustainable in All Aspects – All decisions must be sustainable environmentally, economically, socially and consistent with Cal Poly's commitments and goals.

These themes become the “story” of the Master Plan and define the physical improvements on the campus landscape. These five (5) themes have been translated into some basic directions to start looking at potential physical improvements on the campus. The five (5) themes have been expressed in five (5) planning principles. These five (5) planning principles are (for more details on the principles please see PowerPoint slides 71 through 98):

1. Make the Active Visible – design facilities to be more visible and connected with campus spaces to actively engage students, faculty, and visitors. This will increase the sense of learning by doing or activity because you can see and participate in the engagement.
2. Transform Neighborhoods into Hubs – with college neighborhoods as anchors, create interdisciplinary hubs and commons with opportunities for collaboration. The original idea for the campus layout were that the neighborhoods were organized by college. The concept with that there was a college identity with collegial atmosphere. The reality is that some of the neighborhoods have become silos and they are unable to accommodate growth and/or change. Need to think about how existing neighborhoods can be organized around common areas that are compact and engaging.
3. Close the Loops. Make the Connections – improve connectivity (physical, programmatic, academic and social); close loops in circulation, infrastructure and campus systems, including accessible, convenient connections to regional systems like bike paths and transit. Existing campus connections appear to dead-end somewhere. Need to make better connections.
4. Shift the Center – understand that the center of campus continues to move southward with new facilities and housing. Campus circulation has to respond to the new center of the campus.
5. Expand the Plan – Comprehensive planning has to extend the whole campus and include all university programs, properties and assets. Regardless of what happens in the south campus property (AKA Lanterman) it will need to be connected to the main campus.

The following questions were raised:

Will the master plan include a safety plan?

Safety is a significant consideration in the planning and the team met with Campus Police and Institutional Risk Management (IRM) who are responsible for operational safety plans (including fire drills, response to threats). Safety will be addressed in updating campus design standards.

How can new buildings be planned for when funding is stretched and existing buildings are in bad shape? Will the plan address the need for maintenance, repairs, renovation?

The master planning is about supporting the Strategic Plan goals and initiatives, not about new buildings (although there is a need to replace space in fault-line facilities and temporary/modulars). The space analysis will help identify instructional space needs to meet current and future needs. The plan will also include recommendations for existing building renovation or conversion/repurposing, including efficiency improvements.

How is Foundation being engaged in the master planning activities?

There have been two sessions with Foundation, one focusing on residential life, housing and dining and the Bronco Recreation and Intramural Complex (BRIC). There have also been meetings specifically focusing on Foundation facilities. There is a meeting scheduled in the next couple weeks to discuss Foundation real estate and the auxiliary enterprises that are managed by the Foundation.

What about 'relics' – the buildings on the fault line being vacated?

The master plan will make recommendations for demolition of buildings which can't be repurposed, including a plan improvement or use of the former building site.

What about improvements to on-campus transit and connections to regional transit?

This is one of the most significant plan components. The team will present various models for successfully separating campus shuttle from vehicular traffic, and for connecting the campus shuttles to regional transit. These could include transit ways, mall or hubs.

The March 7, 2018 Academic Senate Meeting adjourned at 5:00 p.m.