

Minutes

of the Academic Senate Meeting
February 27, 2019

- PRESENT: Alex, Chan, Coburn, Davidov-Pardo, Fisk, Gonzalez, Hargis, Huh, Husain, Ibrahim, Jia, Kumar, Lloyd, Merlino, Nelson, Ortenberg, Osborn, Pacleb, Polet, Puthoff, Quinn, Sadaghiani, Salik, Shen, Singh, Small, Speak, Sung, Urey, Von Glahn, Wachs, Welke
- PROXIES: Senator Sung for Senator Forrester, Senator Small for Senator Shih
- NOT PRESENT: Donahue, Flores, Milburn
- GUESTS: A. Baski, L. Dopson, S. Eskandari, K. Forward, S. Garver, E. Gibson, H. Gilli-Elewy, T. Gomez, N. Hawkes, M. Hood, I. Levine, L. Massa, , B. Quillian, L. Rotunni, A. Rowles, S. Shah, B. Tate, R. Willson, M. Woo, R. Yeung

Chair Shen welcomed the new Academic Senator from the College of Letters, Arts, and Social Sciences, Kyung In Huh from Geography and Anthropology.

1. [Academic Senate Minutes – January 30, 2019](#)

The January 30, 2019 Academic Senate Meeting minutes are located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/02.27.19/academic_senate_minutes_01.30.19_posted.pdf.

M/s/p to approved the January 30, 2019 Academic Senate Meeting minutes as posted.

2. [Information Items](#)

a. Chair's Report

- i. Chair Shen reported that there is a Town Hall scheduled to gather campus level feedback regarding suggestions from the Academic Senate of the California State University (ASCSU) General Education (GE) Task Force Report. The task force was created a few years ago and recently completed their work, which is a series of recommendations for changing GE. Feedback, positive and negative, about the recommendations in the report will be gathered at the Town Hall Meeting, which is Thursday, March 7, 2019, 11:45 am – 12:45 pm, in 98-P2-007 (Academic Senate Meeting Room). David Speak, one of our ASCSU Senators, and Laura Massa, Associate Vice President (AVP) for Academic Programs, will provide background and an overview of the report.

The [General Education Task Force Report](#) is located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2018-19/02.27.19/ge-task-force-final-report-2019.pdf>. Chair Shen mentioned that she had heard there was confusion about the finality of the report. A [memo from the Chancellor's Office](#), located on the website at <https://www.cpp.edu/~senate/documents/packets/2018-19/02.27.19/ljb-to-presidents-ascsu-getf.pdf>, provided some clarification. This report is in the consultation stage and the recommendations are not final.

For anyone who cannot attend the town hall meeting, there is an Online Feedback Form. The link to the [Online Feedback Form](#) is

https://cpp.az1.qualtrics.com/jfe/form/SV_cNG5BUSQCRTfKWF.

ii. [Parking Update](#)

The presentation for the parking update is located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2018-19/02.27.19/mobility-briefing-2-27-19-ac-sen.pdf>.

Chair Shen introduced Professor Rick Willson from the Urban and Regional Planning Department in the College of Environmental Design who gave an update on the parking situation at Cal Poly Pomona.

Dr. Willson has written two (2) books on parking; one helps figure out how much parking is needed, and the other is about how to manage parking so it serves people well. Dr. Willson shared an aerial view of the commuting patterns at and around Cal Poly Pomona, and it showed the challenges of getting people to campus by modes other than driving because of topography and freeways surrounding the university. He went on to say that there are opportunities that exist to find a more balanced way of getting people to campus. According to Dr. Willson there is a significant cluster of faculty and staff that live within a 10 mile radius of the campus, which suggests that transit and biking to campus might have potential.

The following shows how people get to Cal Poly Pomona:

Commute Mode	Faculty	Staff	Students
Drive alone	83.2%	70.9%	78.5%
Carpool	9.7%	15.2%	5.7%
Public transit	0.7%	2.8%	9.2%
Bicycle	1.0%	0.8%	1.8%
Walk	0.7%	7.8%	0.9%
Telecommute	2.7%	0.3%	-
Other	2.0%	2.2%	3.9%

What is notable in this data is the significant amount of carpooling amongst faculty and staff, and the number of students using public transit given the campus' location in a suburban area where public transit is not as accessible as in other areas.

Dr. Willson identified the differences between 1986 and 2019 in regards to both the campus and transportation:

- There were more than twice the number of degrees granted in 2019 than in 1986; 6,307 versus 2,856.
- In 1986 Cal Poly Pomona was considered a commuter campus in a suburban location, a "secret garden".
- In 2019, the campus is much bigger, there is more student housing, and the surrounding area has grown and developed.
- In 1986 the assumption was that most people drove and used transit as a last resort. There was also roadway and parking expansion when needed.
- In 2019, transportation planners are working on multimodal transportation, traffic and parking management.

- In 2019, there is the “last mile” connection conversation, meaning if a bus gets you within one (1) mile of campus how quickly can you get from the bus stop to your final destination.

The following makes the point that there has been an explosion in alternatives and technology use in transportation:

	1986	2019
Technology context	Focus on facilities: roads, buses, etc. Static information (OK, spreadsheets were cool...)	<ul style="list-style-type: none"> • Big picture: focus on mobility as a service • Telecommunication substitution of trips (student services, staff work, hybrid and on-line classes) • Real-time transit information (GoLA, Moovit, transit, NextBus) • Real-time trip planning and parking information (aggregator apps) • Real-time ridematching (Bosch, Carma) • Self-parking vehicles allow vehicle stacking • Carshare (e.g., Zip car or peer-to-peer Getaround) • Microtransit - small demand responsive buses (Bridj, Leap, Chariot) • Electric busses (Foothill is making the switch) • Bikeshare, docked or dockless • Electric bicycles and bikeshare • Scootershare (Bird, Lime, etc.) • Electronic payment (pay-by-cell, smart card, bundling) • Dynamic pricing of road use and parking (I-10, DTLA on-street parking) • High Occupancy Toll lanes (single occupants can buy in) • Transportation Network Companies, sequential and concurrent sharing (Uber/Lift) • Autonomous shuttles (Bosch) • Autonomous private vehicles (Waymo, Cruise)

This is really the time to take the opportunity to look at transportation alternatives that might not have been feasible in the past.

Dr. Willson mentioned that another thing happening in transportation planning is that it has a broader context, a broader set of goals.

- *Social justice* – students without a car should be able to make timely progress toward their degree
- *Environmental sustainability* – reduce pollution and greenhouse gas emissions (CPP pledges carbon neutrality by 2030). Transportation is the single biggest source of emissions in California and it is Cal Poly Pomona’s biggest source of emissions.
- *Efficient land use* – surface parking is a poor use of land and has negative environmental impacts.
- *Sense of community* – the cultural core of campus should not be a parking lot

Dr. Willson expressed that the main narrative about parking is that there no available parking on campus. He mentioned that during the first week of the semester he went to the overflow lots in Innovation Village and there were spaces available. The problem is that there is not a space where people want it and that is a different problem from no space available. Dr. Willson acknowledged there are some issues with faculty parking. The location of faculty parking may not be feasible for adjuncts traveling between multiple universities, faculty teaching evening classes, or those who may need to carry heavy equipment and/or books. He suggested that following solutions:

- Enforcement in the faculty/staff parking lots
- Allocating more parking spaces to faculty/staff
- Eliminating the granting of faculty/staff parking permits to research assistants

Dr. Willson acknowledged Dr. Gwen Urey who organized a **Stand Up 4 Transportation** event three (3) years ago. This event hosted Foothill Transit to start the conversation on how the

campus can work with them to get better transit access on campus. He also recognized Dr. John Lloyd who is on the **Transportation Advisory Committee**, which is working diligently on pushing this issue forward.

Dr. Willson explained that parking complaints do not automatically mean that new parking structures or lots. He is looking at three (3) steps to improve parking:

1. Improve transit, carpool to reduce parking demand, and use the available parking more efficiently, *assess results, then*
2. Introduce temporary parking alternatives since they may not be needed forever, *assess results, then*
3. Parking construction but need to be very mindful of the impact of new construction on student parking fees.

Some examples that improve transit, carpooling and active transportation, which would reduce parking demand:

- Transit pass program
- Foothill Silver Streak campus bus stop
- Transit center and bike hub on campus
- Campus connectivity – scooters, shuttles, electric bikes, sidewalks
- Program enhancements – education, Bronco Bucks, etc.
- Real-time ride matching application
- Parking pay-per-use vs. “all you can eat” approach

Dr. Willson stated that he and his class walked from the overflow lot at Innovation Village to Building 7, which is the longest walking distance. He said that he did it briskly in 20 minutes and his students did it at a more leisurely pace in 30 minutes, but the walk is uphill and at night it is dark. Overcoming these type of issues can help convince people to park remotely and take transit because there is a quicker connection from the bus stop to their destination.

The other first step to improving parking at Cal Poly Pomona is more efficient use of existing parking. There is an application that gives real time information about when parking lots fill up that students can use and there is great potential to do more with the CPP app. Some other ideas are:

- Restripe spaces
- Smart space allocation
- Attended/stacked parking during peak usage
- Differential pricing, e.g., discount for remote lot use
- Connections to remote lots; faster shuttle, pedestrian, bike, scooter
- On-campus car sharing

There is a relationship between classroom scheduling and parking availability. Monday through Thursday from 10:00 am to 2:00 pm is the peak period for scheduling classes so it makes sense that parking would be at a premium during those times. Dr. Willson shared that his grad program is in the evening and there is no parking shortage at night.

The temporary parking solution is currently in use at Innovation Village. There is an opportunity to expand temporary parking to the gravel lot which will provide some additional spaces next fall if they are needed. The issue with these temporary parking lots is that there are plans to develop these sites in the future. He noted that the new shuttle D is serving the remote lots with a 10 to 15 minute frequency.

The final solution is to build new parking structures. If new structures are needed they should be constructed in such a way that it can be converted to other uses. The draft campus master

plan identifies two potential sites for new structures. It should be noted that parking is self-funded and any new facility will obligate future students to pay higher fees for the length of the bond.

Dr. Willson mentioned that San Jose State just banned their scooter share program but thinks that scooters are a good solution for Cal Poly Pomona because of its topography and relatively long distances between buildings. What cities and universities have learned is that the rules of engagement have to be properly determined and communicated to scooter companies.

University of Michigan has a pilot program for an autonomous shuttle. Dr. Willson stated that he thinks this program is close to being implemented broadly.

The next steps and considerations are as follows:

- Briefings and listening tours are ongoing
- Review of existing procedures
- Regular campus communications
- Campus Mobility Manager – new position
- Engage faculty, staff, and students in the solutions
- Adjusting parking rules and allocations
- Enhancing the parking application
- Overflow lot expansion
- Foothill Transportation free pass for students
- Real-time ridesharing application
- Scooters/bikeshare programs

Dr. Willson clarified that the application he has referred to is a Cal Poly Pomona application that Transportation Services updates to keep students informed as to which lots are full. The university did consider putting sensors in the parking spaces that would update students in real time which lots had spaces available, but this solution was prohibitively expensive.

The question was asked whether the university has considered more motorcycle parking spaces to encourage students to use motorcycles as their mode of transportation. Dr. Willson responded that this has not been considered to date and he has not heard of a shortage of motorcycle parking spaces.

ASCSU Senator Speak communicated that a bill was introduced in the legislature that would require the CSU to charge no more for a student parking permit than the cheapest other parking permit on campus. He stated that the reason he mentioned the bill, although it does not have a chance for success, is that one of the ways to change behavior is to inflict pain. Senator Speak explained that the reason he mentioned these two topics together was because the bill was introduced was due to social justice concerns. He stressed that the pain that will have to be inflicted on people to change their behavior needs to be appropriately distributed in ways that are chosen rather than those that just happen.

It was asked if there has been any communication regarding allowing telecommuting where it makes sense. This would allow for people to get their work done but not be commuting to campus. Dr. Willson responded that telecommuting is a reasonable suggestion, especially for staff, since faculty do not have to be on campus every day, and might take the edge off the peak demand days.

b. President's Report

The President reported that she had just returned from the Philanthropic Foundation Board

Meeting. She reminded the body that the Philanthropic Foundation has been separated from the business foundation board in order to set it up as a 501(c)(3), laying the ground work for a major advancement campaign.

The President will be traveling to Sacramento the following week for Advocacy Day to meet with legislators as well as the Women's Caucus and the African American Caucus. She stated that she will be discussing what the campus is doing related to student success. The President will also be advocating for the campus for the May revise of the budget, ensuring that the campus does not get less money than proposed. She mentioned that there are two (2) propositions which may be emerging next year that may create confusion for the public. One proposition asks voters to approve an \$8 million dollar capital funding campaign that will be split evenly between UCs and CSUs. There is another proposition that asks for \$7 billion, plus an additional \$3 billion to build new campuses. She stated that the second proposal will cause much confusion and that the best thing is to fund the current 23 campuses adequately to provide the best return on investment.

She commented that the CSU System, and individual campuses, have had to pay millions of dollars because of lack of accessible technology. There are Federal legal requirements for accessibility. There are organizations that are scanning campus web pages and looking for areas where accessible technology is lacking and then filing for legal settlements. Cal Poly Pomona, in addition to two other campuses, has received a letter from the Office for Civil Rights. As a result of this concern, all campuses are expected to have a plan that addresses accessible technology by September 2019. This is the right thing to do, to have access to educational materials for the entire student body. President Coley has asked Provost Alva to take the lead in this effort and work with the respective areas in Academic Affairs, assisted by John McGuthry, Vice President and CIO for Information Technology. There will be more information on this effort in the near future.

President Coley reported that there is a preliminary framework for the budget which will now consider the average unit load that students take. It will include the percent Pell, and the average unit load of Pell and underrepresented students take. The President committed to sharing the particulars of the budget once the final numbers are available. This is all part of the 2025 Graduation Initiative goals. The President stated that she will continue to provide funding to increase tenure density.

c. Provost's Report

No Provost's Report given, but Chair Shen reminded everyone that the Provost's Awards for Excellence Symposium will be held on Thursday, March 7, 2019, from 3:00 to 5:00 p.m. in the Bronco Student Center, Ursa Major. Along with the awards for Excellence in Teaching, Excellence in Service, and Excellence in Scholarly and Creative Activities, the George P. Hart Award will be presented to Senator Lisa Alex.

d. Vice Chair's Report

The Vice Chair's Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/02.27.19/02.27.19_report_status_summary.pdf.

NEW REFERRALS: (15)

AP-013-189	New Social Work Minor
AP-014-189	Criminal Justice Minor Name Change to Criminology Minor
AP-015-189	Discontinue Educational Multimedia Design Option in MA in Education
AP-016-189	New Option in Nutrition and Wellness in the BS in Nutrition
GE-006-189	AMM 3650 – Color Science – Principles and Applications (GE Synthesis B5)

	(NEW)
GE-007-189	AMM 3650L – Color Science – Principles and Applications Laboratory (GE Synthesis B5) (NEW)
GE-008-189	GSC 1010 – Planet Earth: A Citizen’s Guide (GE Area E) (MODIFY)
GE-009-189	GSC 1010A – Planet Earth: A Citizen’s Guide Activity (GE Area E) (MODIFY)
GE-010-189	GSC 2700 – Age of Dinosaurs (GE Sub-area B2) (NEW)
GE-011-189	IGE 1200 – Authority and Faith: Late Ancient and Medieval Worlds (GE Sub-areas A2 and C2) (MODIFY)
GE-012-189	IGE 2100 – Empires, States, and Peoples: Cultural Contact and Exchange (GE Sub-areas C1 and C2) (MODIFY)
GE-013-189	IGE 2300 – Ways of Doing: Culture, Society, and the Sciences (GE Sub-areas D1 and D3) (MODIFY)
GE-014-189	IGE 3100 – Interdisciplinary Perspectives: Capstone Seminar (GE Sub-area C3 and Synthesis D4) (MODIFY)
GE-015-189	LIB 1500 – Information Literacy for the Digital Age (GE Area E) (MODIFY)
GE-016-189	NTR 3280 – Food and Culture (GE Synthesis D4) (NEW)

SENATE REPORTS FORWARDED TO PRESIDENT: (5)

AS-2809-189-FA	Update of Policy on Assigned Time for Exceptional Levels of Service to Students
AS-2810-189-AA	Change Application Deadline for Priority Registration to Better Align with Registrar’s Office Deadline
AS-2811-189-AA	Revision to Honors Policy
AS-2812-189-AP	Update to Definitions and Guidelines for Degree Programs for the Semester Model
AS-2813-189-AP	Graduate Studies - Institutional Learning Outcomes

PRESIDENT RESPONSES TO SENATE REPORTS: (5)

AS-2805-189-AA	Automation of Grade Forgiveness
AS-2806-189-FA	Policy 1381, Faculty Leaves of Absence Without Pay, Updated for the Semester Calendar
AS-2807-189-GE	Change Prefix for AG 2480 to AMM 2480
AS-2808-189-BC	New Program Budget Worksheet
AS-2810-189-AA	Change Application Deadline for Priority Registration to Better Align with Registrar’s Office Deadline

Vice Chair Nelson explained that when a report is adopted, it is then given an Academic Senate report number and forwarded to the administration within a day or two. There is considerable due diligence required in making sure the responses are correct and complete and so the Senate leadership is having regular meetings with the Associate Provost to monitor and assist in the process. Vice Chair Nelson went on to say that she appreciates the work that goes into the process to ensure that the responses are accurate.

e. CSU Academic Senate Report

ASCSU Senator Speak stated that the ASCSU Senate has not met since he last reported, but reported on the following two issues because they reflect the interesting work of the ASCSU:

1. Faculty governance – Senator Speak expressed that there have been a lot of bad feelings as a result of Executive Orders 1100 and 1110; the GE Task Force Report gives us the opportunity to make it worse, or to repair the relationship and move in a positive direction. Senator Speak reiterated Chair Shen’s request to attend the GE Task Force Report Town

Hall Meeting on Thursday, March 7th and have a robust conversation on what GE should look like at Cal Poly Pomona, in order to send a response, not necessarily a unanimous response, but a coherent response to the ASCSU Senate. Then the ASCSU can take on the issue with the input provided and draft a response in the form of a resolution, or multiple resolutions, to the Chancellor's Office.

2. Senator Speak stated that there is a nice opportunity to work in concert with the CFA, the ASCSU, and the Chancellor's Office in advocacy in the legislature and in the Executive Offices of the State of California, because this governor came in with a better understanding of the nature of higher education.

There was a question about the CSU having a vote of no confidence in Chancellor White. Senator Speak clarified that it was the faculty senate at CSU Northridge that passed a vote of no confidence in Chancellor White.

f. Budget Report

Senator Lloyd reported that the Budget Committee is looking forward to a meeting with the Provost and Associate Provost on March 6, 2019 for a report on the Academic Affairs Division Budget.

g. CFA Report

No CFA Report given.

h. ASI Report

Barrett Tate, ASI Senator for Office of Civic Engagement, reported on behalf of Senator Donahue.

ASI Senator Tate reported that Bronco Family Day, formerly known as Homecoming, was considered a huge success, and he thanked every department and partner that helped plan and execute this event.

ASI elections are starting. Currently applications are being checked for eligibility with campaigns starting in a couple weeks. Voting opens on Monday, April 15, 2019, at 7:00 a.m. and closes on Thursday, April 18, 2019, at 7:00 a.m., with results being announced during U-hour on Thursday, April 18, 2019.

ASI Senator Tate commented that the ASI Government Affairs Team will be going to the Cal State Student Association (CSSA) 2019 Plenary in Sacramento to lobby on behalf of Cal State students. The theme for this meeting is financial aid. There are several bills that the team will be lobbying for on behalf of students:

- Cal Grant Age Restrictions Bill (AB 151) which increases the age from 28 to 30 for Cal Grant eligibility
- Higher Education Facilities Bond Act of 2020 (SB 14) which is an \$8 million bond for new facilities and facility improvements. The money will be split evenly between UCs and CSUs.
- AB 140, California Kickstart My Future Loan Forgiveness Program
- AB 541, Student Financial Aid: Students Exempt from Paying Non-resident Tuition
- College Athlete Bill of Rights, which allows athletes who are injured and cannot compete the ability to keep their scholarships and stay in school to finish their education.
- The CSU Student Association is partnering with the UC Student Association to co-sponsor SB 461, which extends Cal Grants to cover summer terms.

i. Staff Report

Senator Gonzalez announced that Staff Council will be hosting their annual Spring Boutique on May 2, 2019 in the University Quad from 10:00 a.m. until 3:00 p.m.

j. WSCUC Report

No report given.

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

a. AA-007-189, Lengths of Add and Drop Periods in the Semester Calendar – FIRST READING

The first reading report for AA-007-189, Lengths of Add and Drop Periods in the Semester Calendar, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa007189fr.pdf>.

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

M/s to receive and file AA-007-189, Lengths of Add and Drop Periods in the Semester Calendar.

Recommendation:

The Academic Affairs committee recommends that the following policy be enacted:

The length of the add period will be 10 instructional days. A permission number is required to add for days 6-10 of the add period. Please note only Monday through Friday are considered instructional days.

The length of the drop period without receiving a W will be 8 instructional days. Students may still apply by special petition for a WX.

Discussion:

Senator Wachs explained that this referral was generated because faculty was concerned that the length of the add/drop period in semesters allows a student to miss too many classes which poses a challenge to the student. The committee looked at other CSUs with high enrollment to see what their add/drop policies are and found that Cal Poly Pomona was out of alignment with other CSUs. There were some CSUs that had similar add/drop periods, but they had much lower enrollment. The committee decided to shorten the add period to 10 instructional days, but a permission number would be needed for days 6 through 10 of the period. The permission number requirement addresses concerns for classes that have labs, which are often building on concepts from the first week of instruction, including safety training. Instructors wanted to be able to choose whether or not students should be added in the second week.

Senator Wachs went on to explain that the difference between the length of the add and drop period is that if you have the add and drop period end at the same time there will be empty seats in class. If a student drops at the very last second, that seat is not available for a student to add, but if you shorten the drop period, seats become available to add. This lines up with what many CSUs are doing on their campuses.

This change does not change the **WX** rules. Students will still be able to petition for **WX** if there is a compelling reason to do so.

Daniel Parks, Registrar, commented that the 10 instructional days is not a change from what the

Registrar's Office is currently doing, but there is a concern about the drop period of 8 instructional days. Mr. Parks stated that he is concerned that students will miss this deadline which will cause them to have a **W** on their transcript which will negatively impact the student's success. Another concern is that the Registrar's Office is getting an increasing number of late exceptions to a class, after the **W** deadline and after census, and there is nothing in this report that speaks to that problem. He asked if the policy should contain wording that addresses the process of adding students to a class after the **W** period and after census in order to allow a student to add a class that late, or to drop a class without receiving a **W**. He requested that something addressing these situations be added to this report.

Dr. Terri Gomez, AVP for Student Success, commented that the Registrar's Office does get overwhelmed with exceptions late in the cycle and it would be helpful to have a process that addresses this problem.

Senator Small agreed that the 8 instructional day drop period will cause some confusion. He understands the goal of not having empty seats, but went on to say that operating at 100% capacity is rarely possible and a system with zero slack is a system that is guaranteed to fail.

There was a comment that students on a waiting list should be encouraged to attend the class because in some classes even one (1) instructional day can make a difference between success and failure. Vice Chair Nelson responded that there is a university policy that defines how many days a student can attend class without being registered. The other thing she mentioned is that not all classes have enough seats so allowing a non-registered student to attend a class is not entirely fair to those students who are registered. If the Fire Marshall's rules are exceeded there may be potential problems because the university is currently "grandfathered" into a previous space requirement. She commented that she appreciates that the faculty is attempting to support students by letting them attend classes that they are not registered in, but there are potential problems with doing so.

Senator Wachs stated that the request for a policy/procedure for late adds and drops should be on another referral since the one being presented only requested the committee look at the length of the add/drop period. Senator Wachs also asked about the current procedure for exceptions. She inquired whether adding additional requests to the original request can be done procedurally. Chair Shen added that this is a first reading so there is the potential to make modifications to the report prior to the second reading.

The Registrar responded that the procedure for exceptions has changed from semester to semester. In the fall, the instructor and the chair approved the exception before the Registrar's Office processed it and this semester the instructor, the chair, and the associate dean are required to approve the exception before it is processed. He added that in the fall the Registrar's Office processed over 300 exceptions after the deadline.

Senator Merlino recommended that the policy for exceptions be considered in a second referral so it can be thoroughly vetted.

The second reading of AA-007-189, Lengths of Add and Drop Periods in the Semester Calendar is scheduled for March 27, 2019.

b. [AP-004-189, BS/MS Chemistry 2017-18 Program Review – FIRST READING](#)

The first reading report for AP-004-189, BS/MS Chemistry 2017-18 Program Review, is located on the Academic Senate Website at <http://academic.cpp.edu/senate/docs/ap004189fr.pdf>.

Senator Small, Chair of the Academic Programs Committee, presented the report.

M/s to receive and file AP-004-189, BS/MS Chemistry 2017-18 Program Review.

Recommendation:

The Academic Programs Committee commends the Department of Chemistry and Biochemistry on their work, both in the operation of their programs and in the preparation of a thorough and thoughtful review that highlights important issues.

Discussion:

As part of the university's five-year planning cycle every department prepares a program review. The external reviewers were overall positive in their appraisal of the Department's teaching and scholarship. They were approving of the Department's faculty and their enthusiasm about mentoring students evident by the research, teaching, and advising activities. The main needs highlighted in this program review are the main needs across the campus; the need for more tenure-track faculty and the need for more space.

The second reading of AP-004-189, BS/MS Chemistry 2017-18 Program Review, is scheduled for March 27, 2019.

c. [AP-006-189, MS Systems Engineering Program Review – FIRST READING](#)

The first reading report for AP-006-189, MS Systems Engineering Program Review, is located on the Academic Senate Website at <http://academic.cpp.edu/senate/docs/ap006189fr.pdf>.

Senator Small, Chair of the Academic Programs Committee, presented the report.

M/s to receive and file AP-006-189, MS Systems Engineering Program Review.

Recommendation:

The Academic Programs Committee commends Industrial and Manufacturing Engineering Department on their work of preparing a thorough and thoughtful review and developing improvement plans accordingly.

Discussion:

This program has been running as a pilot program through Extended University and as such there were areas identified that need improvement. The suggested improvements will feed into the development of a permanent program.

The second reading of AP-006-189, MS Systems Engineering Program Review, is scheduled for March 27, 2019.

d. [GE-002-189, TH 4250A - Community Based Theatre Activity – FIRST READING](#)

The first reading report for GE-002-189, TH 4250A – Community Based Theatre Activity, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge002189fr.pdf>.

Senator Ibrahim, Chair of the General Education Committee, presented the report.

M/s to receive and file GE-002-189, TH 4250A – Community Based Theatre Activity.

Recommendation:

The GE Committee recommends approval of TH 4250A – Community Based Theatre Activity.

Discussion:

Senator Ibrahim explained that the changes to this course and TH 4250 are because they were previously approved for the semester calendar. The course was previously taught as a lecture/activity (3/1 units). In the conversion, the department mistakenly converted the lecture part as 3 units and did not convert the activity part. The department wishes to add the activity part as 1 unit and modify the lecture part into 2 units.

The second reading for TH 4250A – Community Based Theatre Activity is scheduled for March 27, 2019.

e. [GE-003-189, TH 4250 - Community Based Theatre – FIRST READING](#)

The first reading report for GE-003-189, TH 4250A – Community Based Theatre Activity, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge003189fr.pdf>.

Senator Ibrahim, Chair of the General Education Committee, presented the report.

M/s to receive and file GE-003-189, TH 4250A – Community Based Theatre.

Recommendation:

The GE Committee recommends approval of TH 4250A – Community Based Theatre.

Discussion:

The second reading for TH 4250A – Community Based Theatre Activity is scheduled for March 27, 2019.

f. [GE-004-189, PSY2230 - Positive Psychology: The Science of the Good Life– FIRST READING](#)

The first reading report for GE-004-189, PSY2230 – Positive Psychology: The Science of the Good Life, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge004189fr.pdf>.

Senator Ibrahim presented the report.

M/s to receive and file GE-004-189, PSY2230 – Positive Psychology: The Science of the Good Life.

Recommendation:

The GE Committee recommends approval of GE-004-189, PSY 2230-Positive Psychology: The Science of the Good Life.

Discussion:

This is a new general education course proposed by the Psychology Department for Area E. The committee consulted with the Kinesiology Department to make sure that this course did not impact any of their course offerings. Dr. Chase, Chair, Kinesiology Department, confirmed that

this course would not impact the Kinesiology Department.

The second reading of GE-004-189, PSY 2230-Positive Psychology: The Science of the Good Life, is scheduled for March 27, 2019.

g. GE-005-189, General Education Area C Requirements – FIRST READING

The first reading report for GE-005-189, General Education Area C Requirements, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge005189fr.pdf>.

Senator Ibrahim presented the report.

M/s to receive and file GE-005-189, General Education Area C Requirements.

Recommendation:

Having stated our objections, we accept, under protest, the following alterations to our GE policy: we will remove any sub classification of GE Sub-Area C2, which will now contain all courses covering the disciplines of Literature, Language, Philosophy, and Civilization. We also accept that, in accordance with the Chancellor's Office interpretation EO 1100-Revised, native students will be required to take 12 units:

- 3 units from a course in Sub-Area C1 (Visual and Performing Arts),
- 3 units from a course in Sub-Area C2 (Literature, Modern Languages, Philosophy and Civilization),
- 3 additional units from either C1 or C2
- 3 units Upper division synthesis course in Sub-Area C3.

We therefore, under protest, and with the above reservations, recommend that the Academic Senate approval of GE-005-189, making the required changes to Area C in our GE policy.

Discussion:

This issue arose while the GE Committee was formulating the Cal Poly Pomona document on GE Area Distribution preparing for Semester conversion. Cal Poly Pomona's original interpretation of GE area C: Arts and Humanities is as follows:

- C1: Visual and Performing Arts (3 semester units)
- C2a: Philosophy and Civilization (3 semester units)
- C2b: Literature and Modern Languages (3 semester units)

The Chancellor's Office dictated that this approach did not conform to EO 1100-R. The GE Committee felt that this approach was in compliance with EO 1100 and previous Executive Orders pertaining to GE with the same interpretation. The GE Committee communicated their position to the Senate Executive Committee, the Provost, and the President. Both Provost Alva and President Coley communicated the concerns to the Chancellor's Office and to Chancellor White himself. Senator Ibrahim, on behalf of the GE Committee, expressed appreciation to both the Provost and the President for advocating on behalf of the GE Committee, the Academic Senate, and the university. The body responded to this statement with a long round of applause. Senator Mahmood stated that unfortunately there is an impasse regarding this issues, and therefore the GE Committee accepts this interpretation, under protest, of EO 1100-Revised by the Chancellor's Office concerning GE area C. The GE Committee raised the following concerns:

1. The Chancellor's Office interpretation of Area C undercuts the protections for campus autonomy built into EO 1100-Revised. The EO protects each campus's right to configure

the GE program in several ways. Article 6.2.1 states that “campus faculty have primary responsibility for developing and revising the institution’s particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes.”

2. The Chancellor’s Office interpretation of Area C undercuts the uniqueness and specificity of this campus vis-à-vis other CSU’s. To continue offering strong programs with a unique branding, we need to maintain the ability to configure our academic programs in a way that best meets the needs of our students.
3. The Chancellor’s Office interpretation of Area C contradicts decades of precedents in the interpretation of EO’s governing GE programs. Since at least the early 1990’s (beginning with EO 595) the structure enunciated in the CO documents has remained the same. We have always been deemed in compliance until now, and it is not clear what motivates this arbitrary change.
4. The Chancellor’s Office interpretation of Area C will not adequately prepare students for Upper Division synthesis courses already on the books in Sub-Area C3 (previously Sub-Area C4). Students who focus narrowly in their Lower Division coursework in Area C would not be adequately prepared to synthesize multiple humanities and arts disciplines in these courses.
5. By collapsing all humanities into a single GE Sub-Area C2 the Chancellor’s Office interpretation of Area C dilutes the role of the humanities in an undergraduate education.
6. By allowing students to choose a third class from either the arts or the humanities, the Chancellor’s Office interpretation of Area C collapses two very distinct groupings of disciplines and does not respect disciplinary specificity.
7. Finally, as the Division of Academic Affairs prepares to finalize and implement the new Academic Master Plan and the definition of our polytechnic identity, it is worth noting that the Chancellor’s Office interpretation of Area C runs counter to important elements of that identity. Particularly, it undercuts “diverse & multi-disciplinary perspectives”. To the extent that it weakens the humanities, it also weakens training and reinforcement in “critical thinking & problem solving”.

One senator asked to have the changes in the report clarified. Senator Ibrahim explained that the original approach was to split the huge C2 humanities category, which includes literature, philosophy, and languages other than English, into two (2) smaller categories, C2a and C2b, to encourage a breadth of GE experience. The total number of units has not changed. The issue is with the larger C2 category a student’s choice can be narrowed and they are able to take three (3) courses in one (1) discipline.

The need for a referral on this issue was questioned. Curricular issues are fundamentally a faculty matter and if this type of change is going to be decided at the system level it should be decided by the ASCSU. It was stated that the Chancellor has no proper authority to make this change. If the Chancellor’s Office is going to impose this change there is no reason for this body to pretend consent by adopting this change.

The second reading of GE-005-189, General Education Area C Requirements is scheduled for March 27, 2019.

[h. GE-008-189, GSC 1010 – Planet Earth: A Citizen’s Guide \(GE Area E\) – FIRST READING](#)

The first reading report for GE-008-189, GSC 1010 – Planet Earth: A Citizen’s Guide (GE Area E) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge008189fr.pdf>.

i. [GE-009-189, GSC 1010A – Planet Earth: A Citizen’s Guide Activity \(GE Area E\) – FIRST READING](#)

The first reading report for GE-009-189, GSC 1010 – Planet Earth: A Citizen’s Guide Activity (GE Area E) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge009189fr.pdf>.

Senator Ibrahim presented the reports for GE-008-189 and GE-009-189.

M/s to receive and file GE-008-189, GSC 1010 – Planet Earth: A Citizen’s Guide (GE Area E), and GE-009-189, GSC 1010 – Planet Earth: A Citizen’s Guide Activity (GE Area E).

Recommendation:

The GE Committee recommends approval of both the lecture and activity components of GSC 1010 – Planet Earth: A Citizen’s Guide for GE Area E.

Discussion:

This is a General Education course already approved for Area E. It is being modified by increasing the lecture content and decreasing activity so that the ratio becomes 2 units lecture and 1 unit activity.

The second readings for GE-008-189, GSC 1010 – Planet Earth: A Citizen’s Guide (GE Area E), and GE-009-189, GSC 1010 – Planet Earth: A Citizen’s Guide Activity (GE Area E) are scheduled for March 27, 2019.

j. [GE-011-189, IGE 1200 – Authority and Faith: Late Ancient and Medieval Worlds \(GE Sub-Areas A2 and C2\) \(MODIFY\) – FIRST READING](#)

The first reading report for GE-011-189, IGE 1200 – Authority and Faith: Late Ancient and Medieval Worlds (GE Sub-Areas A2 and C2) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge011189fr.pdf>.

k. [GE-012-189, IGE 2100 – Empires, States, and Peoples: Cultural Contact and Exchange \(GE Sub-areas C1 and C2\) \(MODIFY\) – FIRST READING](#)

The first reading report for GE-012-189, IGE 2100 – Empires, States, and Peoples: Cultural Contact and Exchange (GE Sub-areas C1 and C2) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge012189fr.pdf>.

l. [GE-013-189, IGE 2300 – Ways of Doing: Culture, Society, and the Sciences \(GE Sub-areas D1 and D3\) \(MODIFY\) – FIRST READING](#)

The first reading report for GE-013-189, IGE 2300 – Ways of Doing: Culture, Society, and the Sciences (GE Sub-areas D1 and D3) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge012189fr.pdf>

m. [GE-014-189, IGE 3100 – Interdisciplinary Perspectives: Capstone Seminar \(GE Sub-area C3 and Synthesis D4\)\(MODIFY\) – FIRST READING](#)

The first reading report for GE-014-189, IGE 3100 – Interdisciplinary Perspectives: Capstone Seminar (GE Sub-area C3 and Synthesis D4) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge014189fr.pdf>.

Senator Ibrahim presented reports GE-011-189, GE-012-189, GE-013-189, and GE-014-189.

M/s to receive and file the following reports:

- GE-011-189, IGE 1200 – Authority and Faith: Late Ancient and Medieval Worlds (GE Sub-Areas A2 and C2)
- GE-012-189, IGE 2100 – Empires, States, and Peoples: Cultural Contact and Exchange (GE Sub-areas C1 and C2)
- GE-013-189, IGE 2300 – Ways of Doing: Culture, Society, and the Sciences (GE Sub-areas D1 and D3)
- GE-014-189, IGE 3100 – Interdisciplinary Perspectives: Capstone Seminar (GE Sub-area C3 and Synthesis D4)

Recommendation:

The GE Committee recommends approval of the following courses:

- IGE 1200 – Authority and Faith: Late Ancient and Medieval Worlds (GE Sub-Areas A2 and C2)
- IGE 2100 – Empires, States, and Peoples: Cultural Contact and Exchange (GE Sub-areas C1 and C2)
- IGE 2300 – Ways of Doing: Culture, Society, and the Sciences (GE Sub-areas D1 and D3)
- IGE 3100 – Interdisciplinary Perspectives: Capstone Seminar (GE Sub-area C3 and Synthesis D4)

Discussion:

All of the courses have been previously approved for their specific GE areas. Some of the prerequisites have changed. The changes do not affect the courses or their suitability for the designated sub-area.

The second readings for GE-001-189 through GE-014-189 are scheduled for March 27, 2019.

n. [GE-015-189, LIB 1500 – Information Literacy for the Digital Age \(GE Area E\)\(MODIFY\) – FIRST READING](#)

The first reading report for GE-015-189, LIB 1500 – Information Literacy for the Digital Age (GE Area E) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge015189fr.pdf>.

Senator Ibrahim presented the report.

M/s to receive and file GE-015-189, LIB 1500 – Information Literacy for the Digital Age (GE Area E).

Recommendation:

The GE Committee recommends approval of LIB 1500 – Information Literacy for the Digital Age for GE Area E.

Discussion:

This course is already approved for GE Area E. The library introduced some changes in the course title, instruction mode, course description, materials, schedule and learning outcomes. The GE Committee's opinion is that this course has been greatly improved.

The second reading report for GE-015-189, LIB 1500 – Information Literacy for the Digital Age (GE Area E) is scheduled for March 27, 2019.

o. [FA-004-189, Policy 1329 Modification for Course Evaluation for Periods Shorter than Semesters – SECOND READING](#)

The second reading report for FA-004-189, Policy 1329 Modification for Course Evaluation Periods Shorter than Semesters, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/fa004189sr.pdf>.

Senator Von Glahn, Chair of the Faculty Affairs Committee, presented the report.

M/s to adopt FA-004-189, Policy 1329 Modification for Course Evaluation Periods Shorter than Semesters.

Recommendation:

The Faculty Affairs Committee recommends that following changes to Policy 1329 – Section H: https://www.cpp.edu/~academic-programs/univ-manual/avp-documents/1325-1349/policy_1329_student_evaluation_of_teaching.pdf

All student evaluations shall be administered between the start of the 13th week and the end of the 15th week of the academic semester. There are two exceptions: One, when multiple instructors teach a class, the evaluation for each individual instructor shall take place during the last two weeks of the instructional period of each individual instructor. Two, when the duration of a course spans fewer than 15 weeks the evaluation shall take place during the last two weeks of the instructional period.

Discussion:

The current policy states that all student evaluations shall be administered between the start of the 13th week and the end of the 15th week of the academic semester. This change introduces two exceptions to the policy:

1. When there are multiple instructors teaching a class. In this situation the evaluation will be given during the last two weeks of instruction with that professor.
2. When a course spans fewer than 15 weeks, evaluations shall take place during the last two weeks of the instructional period.

The motion to adopt FA-004-189, Policy 1329 Modification for Course Evaluation Periods Shorter than Semesters passed unanimously.

The February 27, 2019 Academic Senate Meeting adjourned at 4:40 p.m.