

Minutes

of the Academic Senate Meeting
May 6, 2020

- PRESENT: Barding, Chase, Chaturvedi, Chen, Davidov-Pardo, Fallah Fini, Flores, Forrester, Gasdaglis, Givens, Gonzalez, Hargis, Huerta, Huh, Kumar, Kwok, Lee, Lloyd, Myers, Nelson, Ortenberg, Osborn, Pacleb, Puthoff, Quinn, Sadaghiani, Senaratne, Small, Snyder, Soper, Urey, Van, Van Buer, Von Glahn, Wachs, Welke
- PROXIES: Senator Hargis for Senator Speak
- ABSENT: Anderson, Aragon
- GUESTS: L. Alex, A. Baski, L. Bricker, L. Dopson, S. Eskandari, S. Garver, S. Gomez, L. Kessler, I. Levin, L. Massa, J. McGuthry, J. Passe, B. Quillian, L. Roosa Millar, S. Oldak, L. Rotunni, M. Sancho-Madriz, O. Sawyerr, S. Shah, J. Tejadilla, W. Xie

1. [Academic Senate Minutes – April 15, 2020](#)

The April 15, 2020, Academic Senate Meeting minutes are on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2019-20/05.06.20/academic_senate_minutes_04.15.20_posted.pdf.

M/s/p to approve April 15, 2020, Academic Senate Meeting minutes as posted with two (2) abstentions.

2. Information Items

a. Chair's Report

Chair Nelson reminded standing committee chairs that their annual reports are due to the Academic Senate Office by May 15, 2020.

She thanked everyone for all they are doing to continue to teach and support students and each other during this difficult time.

b. President's Report

President Coley expressed her gratitude to the Academic Senate and the entire faculty community for the Herculean work that has taken place in such a short amount of time. She stated her appreciation for the faculty's continued focus on research, scholarly work, and teaching that is so critical to the achievement of student's learning goals. President Coley added that she had a meeting with the Philanthropic Board and shared with them the enormity of having to convert 5000 courses to virtual learning in four (4) days. She shared that there have been some great lessons learned from that effort and the Office of Academic Affairs is in the process of scheduling events around the lessons learned.

President Coley announced that Christina Gonzalez, the new Vice President for Student Affairs, will officially start on July 1, 2020. Before joining CPP, she was the Vice Chancellor for Student Affairs at the University of Colorado, Boulder. She also served as the Associate Vice Chancellor and Dean of Students, and previously as the Associate Dean of Students at UC Berkeley. She is

widely recognized as a transformative leader in higher education and especially in developing strong partnerships with Academic Affairs. She brings to campus her innovative work in virtual orientation and the digital student experience which under the current circumstances will serve the campus very well.

The President commended all those who were involved in the campus conversation on virtual instruction. President Coley stated her appreciation to Associate Provost Eskandari, Deputy Chief Informational Officer Quillian, and the Director of MediaVision Trevor Henderson, and all the participants. The feedback received was that people appreciated the format and the dialog. This forum provides a good springboard for the campus moving forward with virtual instruction. The President appreciated Kim Miller and Frank Chandler's honesty while sharing their situations which solicited good feedback from the participants during the question and answer phase of the conversation. She also appreciated the students for their helpfulness and honesty in sharing their experiences during the campus shutdown. There were approximately 450 participants in the webinar and administration is using the feedback to inform future planning.

President Coley stated that the emergency grants are in the process of being distributed. The campus has received funding from the Coronavirus Aid, Relief, and Economic Security (CARES) Act and has started distributing the funds as appropriate. Unfortunately, these funds are strictly prohibited from being used on Deferred Action for Childhood Arrivals (DACA) students. The campus is looking at state funding and other resources to provide funding for undocumented and DACA students. The funds are graduated relative to a student's estimated family contribution based on their FAFSA. The expectation is to provide approximately 26,000 students with some amount of funding.

The President is continuing to advocate for greater funding for higher education. Last week she met with three (3) congressional representatives; Grace Napolitano, Norma Torres, and Gil Cisneros to discuss the needs of the Cal Poly Pomona campus as well as higher education in general. There is a second bill in work that would extend the support for higher education.

The Foundation includes those entities that must be self-sustaining because they do not get any state support. These entities include the bookstore and the dining services. They operate as businesses and that play a vital role on the campus. Because of the campus shutdown, there are significant cost pressures on the Foundation, and some difficult decisions will have to be made.

President Coley, with the "CSU Five", which includes, Cal Poly Pomona, Cal State Los Angeles, Cal State University Northridge, Cal State Dominguez Hills, and Cal State University Long Beach, is arranging a meeting with the local Public Health Director and the Director of Education. The Presidents from Cal State Fullerton and San Bernardino have also been invited because there are regional ties with those campuses. This meeting is being scheduled to have a conversation on what to expect in the fall with regards to COVID-19. Scientists are predicting that there is an expected resurgence of the virus in October. This conversation is needed because when we think about the circumstances of opening for fall there needs to be some understanding of the estimated numbers. Although testing is more readily available, with 26,000 students, ~~that~~ the campus does not have the capacity to test every day. Given all those facts, at this time, the campus should plan on continuing with remote instruction. There are three scenarios currently being considered that the Provost's Report will address. The goal is to not have to quickly quick transitions from one modality to another due to complications from the COVID-19. Therefore, the campus is assuming that fall will be in a remote environment. Next week is the Board of Trustees meeting and the hope being that there will be more guidance for the CSUs.

The President added that under normal circumstances there are funding changes with the May revise of the state budget. But due to the pandemic, the campus will not know about any changes until after July since the income tax deadline was moved to July. The President indicated that

there will probably be some adjustments to the budget but at this time those adjustments are unknown. The administration has been looking at funding and working to make sure enrollment stays strong by continuing outreach with new and continuing students. Approximately 50% of university funding comes from the state and enrollment accounts for 50 to 55% of the budget. President Coley mentioned that she had met with the Philanthropic Foundation Board and although she did not know the exact number there was upwards of \$200,000 raised on Bronco Fundraising Day. This does speak to the campus's desire to support students during difficult times.

c. [Provost's Report](#)

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2019-20/05.06.20/2020.05.06_provosts_report_to_academic_senate.pdf.

The Provost recognized that it is the end of the academic year and thanked faculty members for their perseverance and creative and caring ways in which they have handled this difficult time. She recognized the following faculty members who have received the 2019-20 Provost's Awards for Excellence:

- Excellence in Teaching – Wen Cheng, Professor, Civil Engineering
- Excellence in Service – Sarah Lorenzen, Professor, Architecture
- Excellence in Scholarly and Creative Activities – Matthew Povich, Associate Professor, Physics and Astronomy

These recipients are normally recognized at commencement, but since commencement has been postponed, they will not be recognized until the rescheduled commencement. She stated that plans for commencement are still quite fluid, but these faculty members will be recognized formally at that time. Provost Alva encouraged everyone to congratulate the recipients.

California has provided six indicators to consider when determining when it is the right time to open the state or parts of the state:

1. Ability to test, contact trace, isolate, and support the exposed
2. Ability to protect those at high-risk for COVID-19
3. Securing surge capacity within and outside hospital capacity
4. Therapeutic development to meet the demand
5. Ability of businesses, schools, and childcare facilities to support physical distancing
6. Determine when to reinstitute measures like Stay-at-Home

Provost Alva commented that it will probably be a phased approach with the state and with the campus on when is the right time to open-is. Whether at the state or campus level, health and safety continue to be the top criteria for planning on when to open the campus. The other criteria are science and the advice of public health experts. The campus recognized that there are local and regional differences. The campus continues to be actively engaged with public health experts and scientists who are in the best place to provide advice on how to open the campus safely.

Provost Alva stated that the campus will be staying virtual through the fall semester for the safety and well-being of students, faculty, and staff. All planning and activities for fall are being guided by the following overarching principles:

1. Safety of students, faculty, and staff
2. Delivery of high-quality inclusive polytechnic education to students

High-quality, inclusive, polytechnic education is what Cal Poly Pomona is known for and it is important to not lose sight of a quality polytechnic education, even when teaching in a virtual modality

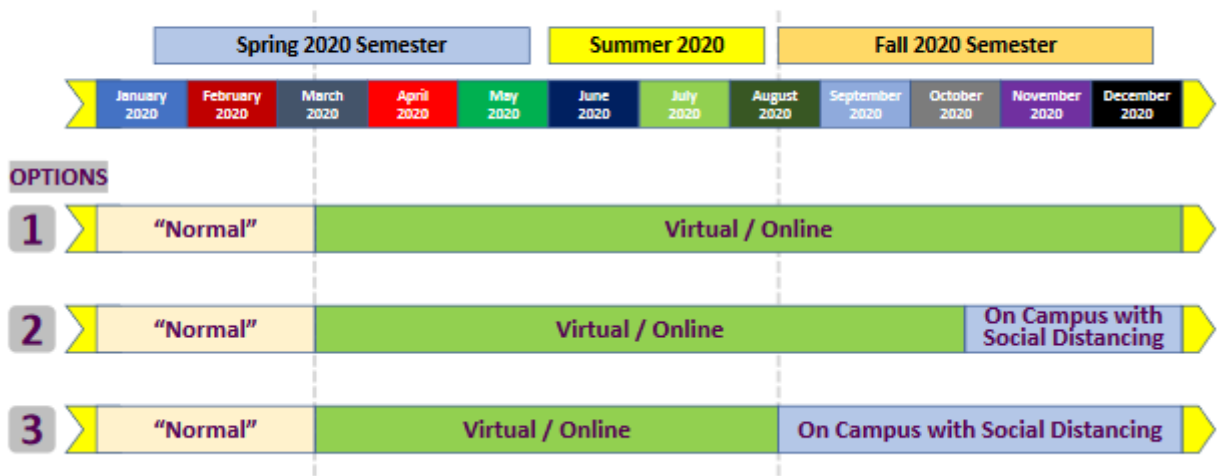
- Continued focus on student success with adequate course offerings and support services to promote retention and timely graduation

Not just in terms of courses, but making sure students have the support that they need not only in the classroom but also in a more overarching holistic way.

- Preparing faculty and students for online teaching and learning is important not only as part of our response to the COVID-19 pandemic but also for promoting lasting excellence in online education while differentiating the essential elements of an inclusive polytechnic.

Provost Alva presented the following options for fall 2020:

Planning for Fall 2020 – Options



She stated that she has asked her team to focus on option 1, virtual instruction through the end of fall (please note that at a date after this meeting the Chancellor's Office directed that instruction would be virtual through fall 2020). Since class schedules were created before the pandemic, Provost Alva has asked department chairs to adjust, if possible, class schedules based on option 1.

Provost Alva elaborated on class scheduling. Because of the needs of social distancing and creating surge capacity, Provost Alva suggested that the campus use the summer to help faculty who teach large sections move those courses online. The reasoning is that if there is an opportunity to have on-campus learning, large classrooms are better suited to social distancing. Labs, activities, and performance courses need to be evaluated to see if those types of courses can be "backloaded" to the end of the fall term or scheduled for the spring term. Provost Alva asserted that the summer term needs to be used to think about how to use simulation and modeling to bring back some of the content that is currently in laboratory courses. Also, it needs to be determined which laboratory software can be migrated to the cloud to support the instructor/student experience. The Provost is advising faculty to not plan study abroad activities for the fall semester. Block scheduling is being considered to ensure that the incoming class can get the courses that they need.

There will also be a significant amount of time spent during the summer preparing faculty to teach in a virtual modality. All faculty, lecturers, as well as teaching associates, will be given the opportunity to participate in the summer intensive training to help them become more skilled and experienced in delivering online instruction. There needs to be a variety of approaches to align with faculty readiness for online teaching:

- Course design
- Course communication
- Time management
- Technical support

The campus will have to continue offering professional development and support for online and remote teaching throughout the academic term and year. This is a long-term process.

There was a question regarding option 2 (fall term starts on-line but eventually transitions to on-campus learning) and the possible negative effect this will have on students by going to a virtual mode to an in-person mode during the semester. The Provost responded that all options have been considered extensively and that is why she is asking her staff to prepare for option 1 which is an all-virtual fall. There is a lot of planning and preparations behind each scenario and pivoting from one teaching mode to another comes with multiple challenges, that is why option 1 seems best suited for the fall.

Senator Quinn asked if there are any ideas on what social distancing looks like in a classroom setting? Provost Alva answered that this issue of envisioning the classroom is an interesting and exciting question, because of all the conversations during the academic master plan about what the classroom of the future looks like. She added that more and more faculty are interested in teaching in remote or hybrid modalities and if some enrollment is moved into these new modalities, it frees up classroom capacity. Freeing up capacity allows the campus to design the classroom of the future, not just in terms of seating configuration but also considering classroom technology.

Provost Alva communicated that the Provost Teacher-Scholar Awards have been awarded this year and the hope is to have the funding in place next year to continue the program. But, as President Coley indicated, the budget will be very tight and hard decisions will have to be made regarding essential expenses.

Chair Nelson asked about the protection of faculty intellectual property as they develop new materials online. Provost Alva responded that this is a very important question and she has asked Dr. Shah, Associate Vice President of Research, Innovation and Economic Development, to help understand where we are at as a system and a campus around this issue. The Provost would like to see a model where faculty see the benefit of working together to create digital content that can be shared across sections of the same course, so that each faculty member does not have to create content alone, and faculty members can be working in partnership and collaboration. Provost Alva stated that she is always guided by the campus policies on issues and is looking to get more information. She would like to see faculty use more digital content that is available for free in the library and other resources and not be necessarily creating from scratch but being curators of knowledge to create rich experiences for the students.

Senator Coburn brought up concerns about the inability for face-to-face testing in a virtual environment and wondered if there was any thought given to offering safe, socially distanced testing sites on campus, or some method to offering a supervised in-person exam? Provost Alva recognized the concerns and she has asked Dr. Victoria Bhavsar, Director of eLearning and Faculty Center for Professional Development, to help summarize the best practices and

pedagogical approaches to virtual testing to help ease some of the faculty's anxiety on this subject. Provost Alva explained that given the need to protect the integrity of exams and validly assess student knowledge these concerns can be addressed by course design. Courses need to have multiple measures, multiple ways to assess student learning and progress, and not leaving assessment up to a high-stakes final exam. This will be addressed during the summer intensive on course redesign.

There was a question about the exact definition of a hybrid class since there seem to be two approaches discussed; one is that some of the class is taught in person and some of it is on-line and the other is that some students would be attending in person but others would be attending the same class via Zoom or some other tool. Provost Alva clarified that for the fall instruction would be 100% remote and on-line. She also stated that her definition of hybrid is that part of the class would be taught in a classroom setting and the other part of the class would have an online component.

Vice Chair's Report

NEW REFERRALS: (0)

SENATE REPORTS FORWARDED TO PRESIDENT: (11)

AS-2877-190-AP	Program Review BS Food Science and Technology
AS-2878-190-AP	Program Review BS Agribusiness and Food Industry Management
AS-2879-190-AP	Program Review BS Plant Science
AS-2880-190-AP	Program Review EdD Educational Leadership
AS-2881-190-AP	Program Review BA Liberal Studies
AS-2882-190-AP	Program Review BA Science, Technology, and Society
AS-2883-190-AP	New Minor in Plant Based Food and Nutrition
AS-2884-190-EP	Updated Charge of General Education Committee in Academic Senate Bylaws
AS-2885-190-GE	PHL – 3540 – The Philosophy and Science of Implicit Bias (GE Sub-areas C3 & D4)
AS-2886-190-FA	Review of Frequency of All-Level Review of RTP Packets URTPC
AS-2887-190-AA	Credit/No Credit Policy (Policy 1601)

PRESIDENT RESPONSES TO SENATE REPORTS: (9)

AS-2868-190-GE	IGE 3600 - UFOs, Illuminati, and Other Conspiracy Theories (GE Sub-area D4) – APPROVED
AS-2869-190-GE	IGE 1200 – Authority and Faith: Ancient and Medieval Worlds (GE Sub-areas A2 and C2) – Modify – APPROVED
AS-2870-190-GE	EWS 1450 – Introduction to Gender and Sexuality Studies (GE Sub-area D3) – Modify – APPROVED
AS-2871-190-GE	SPN – 2111 – Intermediate Spanish I (GE Sub-area C2) – Modify – APPROVED
AS-2872-190-GE	SPN – 2112 – Intermediate Spanish II (GE Sub-area C2) – Modify – APPROVED
AS-2873-190-GE	SPN -2140 - Intermediate Spanish Conversation (GE Sub-area C2) – Modify – APPROVED
AS-2874-190-GE	CLS - 4100 - Model United Nations (GE Sub-areas C3 & D4) – Modify – APPROVED
AS-2875-190-AP	New Fully Online Master of Science in Dietetics (Self-Support) – APPROVED
AS-2876-190-GE	ARC 1010 - Introduction to Architectural Design Theories and Methods (GE Area E) – APPROVED

d. CSU Academic Senate Report

No CSU Academic Senate Report was given. The ASCSU Plenary and Committee Meetings are on the same day as this Academic Senate meeting.

e. Budget Report

The Budget Report is located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2019-20/05.06.20/power-point-academic-senate-budget-committee.pdf>.

Senator Lloyd reported that the committee had their final meeting of the year on April 22, 2020, with Doug Nelson, Chief Operating Officer of the Philanthropic Foundation Board. Some of the key highlights were:

- The Philanthropic Foundation Board was founded in July 2019
- The foundation was established to support donations and other fundraising efforts for the university
- The foundation started with approximately \$128M in assets
- Fundraising mid-year, December 2019, was above the previous year
- Unfortunately, with the COVID-19 pandemic fundraising expectations are unknown

f. CFA Report

Dr. Weiqing Xie, CFA Chapter President, reported.

CFA is in communication with Faculty Affairs about fall planning. The current contract expires on June 30, 2020, but negotiations have been impacted by the pandemic. Dr. Xie stated that he will keep faculty apprised of any updates.

g. ASI Report

Senator Senaratne reported that May 7, 2020, is the last ASI Board of Directors Meeting for the academic year.

h. Staff Report

No staff report presented.

i. Faculty Athletic Representative Report – Laura Chase

The Faculty Athletic Representative (FAR) report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2019-20/05.06.20/far_report_05.06.20.pdf.

Senator Chase reported that student-athlete GPAs and progress toward degree are monitored each term and for fall 2019 the cumulative GPA of all current student-athletes was 3.08. For fall 2019 over 60% of student-athletes earned a 3.0 or higher and 28% earned Dean's List recognition. She stated that student-athletes have consistently had a higher GPA than the student body at large (see table below).

Team	F19 GPA SA	F19 GPA CPP	+/-
Women's Basketball	3.13	2.87	+
Women's Cross Country	2.98	2.87	+
Women's Soccer	3.12	2.87	+
Women's Track & Field	3.16	2.87	+
Women's Volleyball	3.15	2.87	+
Men's Baseball	3.10	2.87	+
Men's Basketball	2.71	2.87	-
Men's Cross Country	3.08	2.87	+
Men's Soccer	2.80	2.87	-
Men's Track & Field	3.19	2.87	+

The NCAA requires student-athletes to achieve both a yearly average of 12 units per semester (the 12-unit rule) and a minimum of 9 units each semester (the 9-unit rule) toward their chosen degree. The vast majority (>95%) achieve these benchmarks each term.

Senator Chase explained that the NCAA divides violations into two major categories, major and secondary/minor. Secondary/minor violations (relatively common) are inadvertent, providing only minimal advantage, with no significant extra benefit to student-athletes. Everything else is considered a major violation. For the 2019-2020 academic year, Cal Poly Pomona only received 3 minor violations.

Senator Chase thanked the Academic Senate for considering the scheduling needs of student-athletes by granting priority registration.

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

M/s/p to delay Academic Senate Reports until after all informational reports.

a. [FA-001-190, Review of Policy 1336, Periodic Evaluation of Temporary Faculty – SECOND READING](#)

The second reading report of FA-001-190, Review of Policy 1336, Periodic Evaluation of Temporary Faculty, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/fa001190sr.pdf>.

Senator Von Glahn presented the report.

M/s to adopt FA-001-190, Review of Policy 1336, Periodic Evaluation of Temporary Faculty.

RECOMMENDATION:

The FAC recommends that the revised policy 1336 (Periodic Evaluation of Temporary Faculty Members) be adopted. The revised policy is located on the Academic Senate website at http://academic.cpp.edu/senate/docs/FA001190sr_1.pdf.

DISCUSSION:

There was additional consultation with department chairs and lecturer faculty after the first reading which resulted in additional changes to the policy. The changes to the policy are indicated in blue text. The main change is that before receiving a three-year appointment, full and part-time temporary faculty members will be evaluated through a periodic evaluation once a calendar year. By making the evaluation period the calendar year, both spring and fall student evaluations can be included in the evaluation. It will also allow departments more time for peer-evaluations of teaching because there will be two semesters to complete classroom evaluations.

Also, the following change was made to the policy:

“Temporary faculty members holding three-year appointments shall be evaluated at least once during their appointment and may be evaluated more frequently upon the request of either the faculty member or the department.”

Another change that was made was to give departments the flexibility to decide the frequency by which they do classroom observations by adding the language, “One peer observation per calendar year should be conducted unless otherwise decided by the department. Additional peer observations shall also be conducted upon the request of the temporary faculty member.”

The motion to adopt FA-001-190, Review of Policy 1336, Periodic Evaluation of Temporary Faculty, passed unanimously.

b. [AA-005-190, Graduation Writing Test \(GWT\) Exemptions for Some Post Baccalaureate Students – SECOND READING](#)

The second reading report for AA-005-190, Graduate Writing Test (GWT) Exemptions for Some Post Baccalaureate Students, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa005190sr.pdf>.

Senator Wachs presented the report.

M/s/ to adopt AA-005-190, Graduate Writing Test (GWT) Exemptions for Some Post Baccalaureate Students.

RECOMMENDATION:

The Committee recommends the adoptions of the following policy:

It is proposed to exempt from the GWT post-baccalaureate students who have previously:

Received a degree from an accredited college or university in the United States, or received a degree from an accredited non-US institution located in a country where English is a primary language of communication; or received a score of 4 or higher on the analytical writing portion of the Graduate Record Exam (GRE) or the Graduate Management Admissions Test (GMAT). Students who are not exempt from the requirement, may complete the requirement in one of the following ways:

- 1) Complete the course ENG 3151: Writing for the Professions with a B- or better; OR....
- 2) Complete and pass the Graduate Writing Test (GWT)

DISCUSSION:

Senator Wachs explained at the April 15, 2020, Academic Senate Meeting there was a concern

raised regarding that the referral for this report mentioned “language of instruction” and the report contained the working “language of communication”. In additional consultation, Senator Wachs stated that “language of communication” is problematic. The term “language of communication” is difficult to define and justify where “language of instruction” is very clear and has a definitive boundary. Senator Wachs asked for an amendment to change “language of communication” in the recommendation to “language of instruction”.

M/s to change “language of communication” in the recommendation to “language of instruction”.

The motion to change “language of communication” in the recommendation to “language of instruction” passed unanimously.

The paragraph will read “Received a degree from an accredited college or university in the United States, or received a degree from an accredited non-US where instruction is conducted in English; or received a score of 4 or higher on the analytical writing portion of the Graduate Record Exam (GRE) or the Graduate Management Admissions Test (GMAT).”

The motion to adopt AA-005-190, Graduate Writing Test (GWT) Exemptions for Some Post Baccalaureate Students passed unanimously.

c. [AA-007-190, Modification of Summer 4-Unit Time Modules – FIRST READING](#)

The first reading report for AA-007-190, Modification of Summer 4-Unit Time Modules, is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2019-20/05.06.20/aa-007-190_report_first_reading_modification_of_summer_time_modules.pdf.

Senator Wachs present the report.

M/s to receive and file AA-007-190, Modification of Summer 4-Unit Time Modules.

RECOMMENDATION:

The committee recommends that policy 1135 include the following additional potential time modules for 4-unit lecture courses meeting four days per week:

MTuWTh 1100 – 1215 Final Exam M 0910-1110
 MTuWTh 1230 – 1345 Final Exam T 1130-1330

The proposed final exam times have been reviewed to ensure that they do not conflict with the existing final exams for other time modules.

DISCUSSION:

Senator Wachs asked to waive the first reading since this impacts the summer schedule.

M/s to waive the first reading of AA-007-190, Modification of Summer 4-Unit Time Modules.

The motion to waive the first reading of AA-007-190, Modification of Summer 4-Unit Time Modules passed with two (2) abstentions.

M/s to adopt AA-007-190, Modification of Summer 4-Unit Time Modules.

The need for more 4-unit time modules was requested by the Mathematics Department because they noticed during summer there were times which courses could be offered but there were no 4-

unit time modules during those times. Chair Nelson added that the proposed final exam times do not conflict with existing final exam times, but in researching that she noticed that the time modules in the scheduling website do not match those approved by the Academic Senate. She stated that she will work with the Provost's team to make sure that this gets resolved.

Senator Givens explained that the Department of Mathematics and Statistics offers a significant number of 4-unit courses each summer term, and there was a gap from 11:00 a.m. until 4:30 p.m. where there were no 4-unit time modules. The addition of these modules provides flexibility to schedule courses throughout the day from 8 a.m. to 7:50 p.m. with no gaps.

Associate Provost Eskandari added that the website does have all the time modules but there are some incorrect times listed and he will resolve this issue.

The motion to adopt AA-007-190, Modification of Summer 4-Unit Time Modules, passed with one (1) abstention.

d. [AP-007-190, New Minor in Data Science – FIRST READING](#)

The first reading report for AP-007-190, New Minor in Data Science, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap007190fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-007-190, New Minor in Data Science.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the Minor in Data Science.

DISCUSSION:

This minor is being offered by the Computer Science department and it is an interdisciplinary minor. This minor is structured in such a way that the Computer Science department can offer a very useful minor for students from many different colleges without burdening their course offerings too much. The minor is based on a three-level modular design – level 1 courses are data science foundations in mathematics, statistics, and programming; level 2 courses are data science core classes on theory; and level 3 courses are inter-disciplinary elective courses in computer science, GIS, engineering, business, etc. The proposed minor may greatly enhance students' data related competencies and is well in line with the direction of future societal needs for such talents.

The referral was vetted by all departments offering courses. There were are few minor discussions about some offerings but everything was worked out. This minor is enthusiastically supported by the committee.

e. [AP-016-190, Master of Science in Engineering Name Change to Master of Science in Aerospace Engineering \(State-Support\) – FIRST READING](#)

The first reading report for AP-016-190, Master of Science in Engineering Name Change to Master of Science in Aerospace Engineering (State-Support), is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap016190fr.pdf>.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the Master of Science in Engineering name change to Master of Science in Aerospace Engineering (state-support).

f. [AP-017-190, New Self-Support Counterpart of the Master of Science in Aerospace Engineering](#)
FIRST READING

The first reading report for AP-017-190, New Self-Support Counterpart of the Master of Science in Aerospace Engineering, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap017190fr.pdf>.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the new Master of Science in Aerospace Engineering (Self-Support).

g. [AP-018-190, Elevation of Materials Engineering Emphasis in the Master of Science in Engineering to a full Master of Science in Materials Engineering degree \(State-Support\) – FIRST READING](#)

The first reading report for AP-018-190, Elevation of Materials Engineering Emphasis in the Master of Science in Engineering to a full Master of Science in Materials Engineering Degree (State-Support), is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap018190fr.pdf>.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the new Master of Science in Materials Engineering (MSMTE) (Self-Support).

h. [AP-019-190, New Self-Support Counterpart of the Master of Science in Materials Engineering – FIRST READING](#)

The first reading report for AP-019-190, New Self-Support Counterpart of the Master of Science in Materials Engineering, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap019190fr.pdf>.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the new Master of Science in Materials Engineering (MSMTE) (Self-Support).

Senator Small presented the four (4) engineering reports.

M/s to receive and file the following reports:

- AP-016-190, Master of Science in Engineering Name Change to Master of Science in Aerospace Engineering (State-Support)
- AP-017-190, New Self-Support Counterpart of the Master of Science in Aerospace Engineering
- AP-018-190, Elevation of Materials Engineering Emphasis in the Master of Science in Engineering to a full Master of Science in Materials Engineering Degree (State-Support)

- AP-019-190, New Self-Support Counterpart of the Master of Science in Materials Engineering

DISCUSSION:

Senator Small explained that the four College of Engineering referrals address master programs in Aerospace Engineering and Materials Engineering. Originally there were no programs titled Master of Science in Aerospace Engineering or Master of Science in Materials Engineering. It was a Master of Science in Engineering with two (2) emphases, Aerospace Engineering, and Materials Engineering. Executive Order (EO) 1071 requires that distinct emphases or options within a program share more than 50% of the program's units. This condition was not met for the two emphases (Aerospace Engineering and Materials Engineering) and they are therefore being elevated to two distinct programs. This results in a name change from Master of Science in Engineering to Master of Science in Aerospace Engineering (AP-016-190) and the elevation of the Materials Engineering Emphasis to a Master of Science in Materials Engineering (AP-018-190). The same changes need to be made to the self-support programs (AP-017-190 and AP-019-190). Senator Small that there were no curricular changes made in these referrals.

There was a question about how first readings at the last Academic Senate Meeting of the year are handled; will the second readings be in fall or at the summer meeting? Chair Nelson responded that historically the Executive Committee does not like to have second reading reports on the summer meeting agenda since the participation is less than during the academic year. The Executive Committee will consider if any of the first reading reports from this meeting will be on the summer meeting agenda at their next meeting.

Senator Coburn motioned to waive the first reading of these reports.

M/s to waive the first reading on the following reports:

- AP-016-190, Master of Science in Engineering Name Change to Master of Science in Aerospace Engineering (State-Support)
- AP-017-190, New Self-Support Counterpart of the Master of Science in Aerospace Engineering
- AP-018-190, Elevation of Materials Engineering Emphasis in the Master of Science in Engineering to a full Master of Science in Materials Engineering Degree (State-Support)
- AP-019-190, New Self-Support Counterpart of the Master of Science in Materials Engineering

Senator Hargis encouraged senators not to easily waive the first reading of these reports. She reminded the body that the summer meeting will be virtual so there may be greater participation.

Senator Coburn responded that since there are no curricular changes in these reports and it is just a matter of adjusting name to represent the content that these reports do not need additional consultation and it is appropriate to waive the first reading.

Senator Hargis added that waiving the first reading should not become a precedent. The time between the first and second readings should be used to share information with constituents. Even with what may be considered easy choices there may be issues that need second consideration and it is important to protect the process.

The motion to waive the first reading of reports AP-016-190 through AP-019-190 failed with a vote of 13 yeas, 15 nays, and 4 abstentions.

- [AP-021-190, New Minor in Footwear Design and Merchandising – FIRST READING](#)

The first reading report of AP-021-190, New Minor in Footwear Design and Merchandising, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap021190fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-021-190, New Minor in Footwear Design and Merchandising.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the new minor in Footwear Design and Merchandising.

DISCUSSION:

This referral was submitted by the Apparel Merchandising and Management (AMM) department based on input from one of the AMM Industry Advisory Board Members, who is a consultant to major footwear companies in Southern California and they indicated that companies frequently mentioned the difficulty of finding graduates with technical and operational knowledge related to the industry. There are no concerns about meeting the resource requirements of this new minor. Since there were no issues brought up during consultation, the committee recommends this new minor.

j. [GE-016-189, NTR 3280: Food and Culture \(D4\) – FIRST READING](#)

The first reading report for GE-016-189, NTR 3280: Food and Culture (D4) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge016189fr.pdf>.

Senator Quinn presented the report.

M/s to receive and file GE-016-189, NTR 3280: Food and Culture (D4).

RECOMMENDATION:

The GE Committee recommends approval of GE-016-189: NTR 3280: Food and Culture (D4).

DISCUSSION:

This is a modification from an approved D3 to a D4 upper-division synthesis course. The GE Committee worked with the department and finds that it meets the GE Rubric for D4.

k. [GE-009-190, CPU 1540 - Exploring Contemporary Topics \(GE Area E\) – FIRST READING](#)

The first reading report for GE-009-190, CPU 1540 – Exploring Contemporary Topics (GE Area E) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge009190fr.pdf>.

Senator Quinn presented the report

M/s to receive and file GE-009-190, CPU 1540 – Exploring Contemporary Topics (GE Area E).

RECOMMENDATION:

The GE Committee approved CPU 1540: Exploring Contemporary Topics (Area E) in terms of meeting the GE Area E requirements. But the Committee also recommended that the issues stated in the discussion should be resolved before it should be offered as a GE class for students.

DISCUSSION:

This is a new GE Area E course that is being offered by the university. In its evaluation of the course, the GE Committee found that it meets the requirements of GE Area E Student Learning Objectives (SLOs). However, there were some questions about the implementation of the course, which is out of the purview of the GE Committee, but they warrant being mentioned. Some of the issues/questions are as follows:

- This course does not have a home department or college to ensure oversight and quality.
- Since faculty teaching the course would come from a variety of departments, how are the teaching loads divided?
- If a lecturer taught the course, would there be some entitlement granted to them?

The feedback received from other standing committee chairs was that in general, it seems like a good course, but issues of faculty coordination and workload allocation issues need to be addressed. Chair Nelson added that in discussions with other campus senate chairs, many campuses have found university-level courses problematic. Also, the CBA states very clearly that lecturer entitlements are in a department, and therefore it seems clear lecturers teaching university-level courses do not get entitlements.

There was a question about how honors courses are handled. Chair Nelson responded that honors courses are a section of the regular course number.

Dr. Sawyerr, Interim Assistant Vice President of Academic Innovation, stated that this course was piloted in fall 2019. There were three (3) faculty members from three (3) different colleges and the course was set up as three (3) different sections of the same course. Each faculty member received three (3) WTUs for teaching and the FTEs went to their respective departments since they were listed as the faculty of record. The rationale behind the course is to allow students to respond to the latest developments in the world around us, i.e., a group of faculty plans to teach a pilot course on the COVID-19 pandemic. The faculty members are from the philosophy, psychology, and biology departments. This course will cover the scientific, psychological, and philosophical impacts of the pandemic. The goal of this course is to quickly identify and discuss subjects of interest where that might not be possible in other GE courses.

There was a comment that understanding the desire to be able to move quickly, there are plenty of existing GE courses with broad and flexible subject matter. For example, there is BIO 1020 – Plagues, Pandemics, and Bioterrorism, which could address the COVID-19 pandemic. Besides, there is nothing that prevents a department from bringing in instructors from other disciplines to team teach. There are opportunities in existing GE courses for faculty members to choose to team teach.

4. Emeritus Awards

Chair Nelson recognized Senator Nicolas Von Glahn, Chair of the Faculty Affairs Committee.

The Faculty Affairs Committee has unanimously approved nominating resolutions for the award of Emeritus to the following 7 distinguished members of the Cal Poly community:

- James Alderson
- Jamshid Armand
- Michael A. Brown
- Brian Johnson
- Richard Kirkham
- Hong Pak
- Lin Wu

M/s/p that the resolutions be received and filed as a permanent part of the Senate Archives.

M/s that the resolutions be adopted, and with adoption, they are proclaimed to the entire University community.

The motion passed unanimously.

The Emeritus Reception which normally happens after the last Academic Senate Meeting of the academic year is being rescheduled due to the pandemic. These faculty members will be honored when it is rescheduled.

5. Honoring Retiring Senators

Academic Senate Chair Nelson recognized and appreciated the service the following five (5) senators for their service and stated that she hoped they would consider running for a Senate seat in the future:

- Kellie Forrester – College of Letters, Arts, and Social Sciences
- Katherine Gasdaglis – College of Letters, Arts and Social Sciences
- Berit Givens – College of Science
- Homeyra Sadaghiani – College of Science
- Angela Shih – College of Engineering

6. Seating of New Senators

Chair Nelson recognized the following senators who were re-elected for another term:

- Rita Kumar, College of Business Administration
- John Lloyd, College of Letters, Arts, and Social Sciences
- Jocelyn Pacleb, College of Education and Integrative Studies
- Julie Shen, University Library
- Gwen Urey, Statewide Senate
- Nicolas Von Glahn, College of Letters, Arts, and Social Sciences
- Faye Wachs, College of Letters, Arts, and Social Sciences

Chair Nelson appreciated and welcomed the following new senators:

- Kevin Anderson, College of Engineering
- Corwin Aragon, College of Letters, Arts, and Social Sciences
- Neil Chaturvedi, College of Letters, Arts, and Social Sciences
- Jun Myers, College of Business Administration
- Nicholas Van Buer, College of Science

7. Voting on Degrees

M/s that the Academic Senate, on behalf of the Faculty at this University, recommend to President Coley that the degree candidates listed in the Registrars' List be awarded the appropriate degrees this May.

The motion passed enthusiastically unanimously.

8. Election of Executive Committee

Chair Nelson introduced Jonathan Puthoff, Chair of the Elections and Procedures Committee. Senator Puthoff stated that the body must decide who is going to serve on the Executive Committee for the 2020-2021 academic year. The Elections and Procedures Committee received these nominations to constitute the Executive Committee for 2020-2021:

- Gabriel Davidov-Pardo, Don B. Huntley College of Agriculture
- Jill Hargis, College of Letters, Arts, and Social Sciences
- Rita Kumar, College of Business Administration
- Linchi Kwok, Collins College of Hospitality Management
- Alexander Ortenberg, College of Environmental Design
- Jocelyn Pacleb, College of Education and Integrative Studies
- Jonathan Puthoff, College of Engineering
- Julie Shen, University Library
- David Speak, ASCSU

Senator Puthoff stated that nominations are open from the Senate floor and noted that there is a vacancy for the College of Science. There were nominations for Senators Nicolas Van Buer and Tingting Chen from the College of Science. Senator Van Buer declined the nomination. Senator Chen accepted the nomination.

M/s/p unanimously to elect all single candidate nominees for the 2020-21 Executive Committee by acclamation.

9. Closing Comments

Senator Nelson thanked everyone for all the work they have done this year and stated that she looks forward to the next year.

The May 6, 2020, Academic Senate Meeting adjourned at 5:12 p.m.