

Minutes

of the Academic Senate Meeting
October 14, 2020

- PRESENT: Anderson, Aragon, Barding, Chase, Chen, Coburn, Davidov-Pardo, Fallah Fini, Flores, Gonzalez, Hargis, Huerta, Huh, Kumar, Kwok, Lee, Lloyd, Myers, Nelson, Ortenberg, Pacleb, Puthoff, Quinn, Shen, Singh, Small, Snyder, Soper, Urey, Van, Van Buer, Von Glahn, Wachs, Welke
- PROXIES: Senator Van for Senator Chaturvedi, Senator Hargis for Senator Speak, Senator Huerta for Senator Urey (until she arrived)
- ABSENT: Milburn. Musgrave, Osborn
- GUESTS: L. Alex, S. Alva, A. Baski, B. Brown, S. Coley, J. Chong, B. Davila, S. Dixon, S. Eskandari, K. Forward, S. Garver, E. Gibson, B. Givens, T. Gomez, S. Han, I. Levine, S. Kafai, L. Massa, J. McGuthry, J. Passe, B. Quillian, T. Roby, L. Roosa Millar, L. Rotunni, M. Sancho-Madriz, B. Serrano, J. Simoneschi, G. Tejadilla, R. Yeung

Chair Nelson welcomed everyone to the meeting and then asked for a motion to amend the agenda to add the Resolution in Opposition to the Chancellor's Proposed Process for Implementation of AB 1460 under New Business.

M/s/p to add the Resolution in Opposition to the Chancellor's Proposed Process for Implementation of AB 1460 to the agenda with one (1) nay.

1. Academic Senate Minutes – August 5, 2020 and September 23, 2020

The August 5, 2020 Academic Senate Meeting minutes are posted on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2020-21/10.14.20/academic_senate_minutes_08.05.20_posted.pdf.

The September 23, 2020 Academic Senate Meeting minutes are posted at https://www.cpp.edu/~senate/documents/packets/2020-21/10.14.20/academic_senate_minutes_09.23.20_posted.pdf.

M/s/p to approve the Academic Senate Meeting minutes from August 5th and September 23rd, 2020.

2. Information Items

a. Chair's Report

Chair Nelson commented that the campus is facing a challenging time in terms of implementing AB 1460 and changes to Title 5. There are many moving parts and there will be more conversations about the implementation. Please stay posted over the next couple of days for more information about the timeline for implementation.

b. President's Report

President Coley announced that even though it is not current news, it is big news. Joseph Castro, the President of Fresno State, will be the new Chancellor. The Chancellor-Elect will be holding a couple of open forum meetings over the next several months and President Coley encouraged everyone to attend at least one.

There will be a Campus Conversation on the Cal Poly Pomona Budget on Thursday, October 29, 2020, from 12:00 pm to 1:00 pm, via Zoom. The President stated that she wants to keep the campus community updated on the budget. She reminded everyone that there is a \$54 billion deficit in the California State Budget thus far, but there are some indications that it may not be that high. There was a \$299 million decrease in the budget in May and the impact to Cal Poly Pomona is about \$20 million. The meeting on October 29th will provide an opportunity to communicate the impact of the budget reduction and answer any questions.

President Coley mentioned that Danielle Manning, who served as Vice President for Administration, Finance, and Strategic Development and CFO, left Cal Poly Pomona to take a new role as the Executive Vice President, Chief Financial Officer, and Treasurer at Clark University. Rather than appoint an interim in that position, the responsibilities have been redistributed. The search for this position is underway. There will also be a search for a new Senior Associate Vice President of Facilities Planning and Management. In the meantime, Dan Johnson, who retired from that position, has agreed to serve as a retired annuitant until that position can be filled permanently. Lastly, Jennifer Glad, Campus Counsel, has taken a position at Montana State. John Walsh, who is University Counsel at Dominguez Hills, will share his time with Cal Poly Pomona until the permanent replacement, Chelsey Epps, who was previously University Counsel at CSU San Marcos and CSU Bakersfield, arrives in early January 2021.

c. [Provost's Report](#)

The Provost's Report is located on the Academic Senate website at [https://www.cpp.edu/~senate/documents/packets/2020-21/10.14.20/provosts-report to academic senate 2020-10-14 revised.pdf](https://www.cpp.edu/~senate/documents/packets/2020-21/10.14.20/provosts-report%20to%20academic%20senate%2020-10-14%20revised.pdf).

Provost Alva also announced the Campus Conversation on the Cal Poly Pomona Budget on Thursday, October 29, 2020, from 12:00 p.m. to 1:00 p.m. The Zoom information is <https://cpp.zoom.us/j/98617184104> Passcode: Budget.

The Provost stated that on August 17, 2020, Governor Newsom signed into law Education Code Section 89032 (also known as AB 1460) mandating a 3-unit course in ethnic studies as part of CSU graduation requirements. The law states very clearly that the ethnic studies requirement goes into effect for students graduating in 2024-25. This creates pressure to move this requirement along and the administration has been working very closely with the Senate, department leadership, as well as the campus to develop an approach to meet this graduation requirement. One of the other constricts written into the law is that in the implementation of this requirement, the total number of units to degree cannot increase. Thus, there is a need to identify a place in the curriculum to reduce unit requirements by three (3). An ad hoc workgroup was created four or five years ago which included members of the Ethnic Studies Council and was chaired by President Emeritus Horace Mitchell from Bakersfield. That committee produced a report entitled *The Advancement of Ethnic Studies*. The number one recommendation was that there should be a general education requirement for ethnic studies. Now there is a new law that mandates that students graduating in 2024-25 have the new 3-unit ethnic studies course, the campus needs to back into a timeline to ensure students starting in August 2021 have a path to meet this new requirement. It has been proposed that the CSU meet this requirement by establishing a new General Education (GE) Area F and reduce Area D, social sciences, by three (3) units. The social sciences category is one of the only categories in the General Education Program that has 12 units assigned to it; all others have nine or fewer units. Provost Alva explained that the U.S. history and government requirement fills six (6) units. At Cal Poly Pomona, to meet the new requirements it is proposed to remove Area D3.

The Provost stated that some departments can very easily pivot and create cross-listed courses in Area F. It has also been stated that Area F will allow both lower and upper-division courses to

satisfy the new ethnic studies requirement, but there needs to be at least one (1) lower-division course. The [Frequently Asked Questions \(FAQs\) section of the Chancellor's Office website](#) has made it very clear that they will allow both lower and upper-division courses to satisfy the GE Area F requirement. Provost Alva commented that the learning outcomes, which provide the conceptual framework, are under development in consultation between the CSU Ethnic Studies Council, the statewide Academic Senate, and the Chancellor's Office. Those learning outcomes will be the basis through which it is determined which courses meet the new requirements. Provost Alva appreciated the impact that this requirement will have on faculty. The campus is going to need to look at courses that meet the learning outcomes and look at where it may impact some departments who are currently double-counting Area D3 as part of the major and to satisfy GE area D3.

Provost Alva thanked Associate Vice President (AVP) Massa for her leadership on this issue. Dr. Massa has held university-wide information sessions to answer questions and inform the campus regarding the implementation of GE Area F. She went on to say that it is easy to get mired in the details of implementing this university requirement, but that it is really important to remember that the larger value proposition. Students want to see themselves in the curriculum and their experience and their reality needs to be part of the curricular experience. This is an opportunity to think about how to enrich and diversify the curriculum.

In 2020, 5797 degrees were awarded. This was Cal Poly Pomona's second-largest graduating class. The largest class was the spring before semester conversion where students were motivated to finish their degree before converting to semesters. Provost Alva shared that there is a new Multi-Factor Admissions (MFA) process to evaluate incoming freshmen for fall 2021. She also shared that the fall class of new Broncos was the largest with 4331 first-time freshmen, 4264 transfer students, and 855 graduate students.

Provost Alva reported that the campus received \$15.4 million from the federal government to help students experiencing economic hardships related to COVID. One hundred percent of that money was dispersed to over 25,000 eligible students. The campus was also able to find private funding for students who were not eligible for federal help. The Provost also shared that the campus just received a federal loan default rate of 1.7%. She used the opportunity to give a shout-out to the Financial Aid team and the incredible work they do helping students understand the responsibility that goes with taking out federal and state loans.

Provost Alva stated that the campus has launched its Academic Planner and mobile app. The Academic Planner is an interactive tool that allows students to plan a semester or four-year course pattern. The tool has the intelligence to let students know if they are taking a course out of sequence and/ or the impact of taking one course instead of another in terms of potential delays and the cost of those delays. This tool will give departments an indication of what courses are needed, and departments will have the ability to align course schedules with the needs of the students.

Provost Alva invited the campus to a virtual town hall meeting on *Assuring Meaningful Online Learning for Students*. This virtual town hall will be held Thursday, October 22, 2020, from 11:45 a.m. to 1:15 p.m. The Zoom information is <https://cpp.zoom.us/j/94105987408>, passcode: 171349. She mentioned the following upcoming events also:

- Day of the Advisory Conference
 - Friday, November 6, 2020, 12:00 to 3:30 p.m.
- CSU System-Wide Student Research Competition
 - Hosted at Cal Poly Pomona in Spring 2021

- The virtual conference will be held from April 30 to May 1, 2021

President Coley reiterated what Provost Alva stated about AB 1460 because there is a lot of wonderment as to the aggressive timeline. The law specifically states that students graduating in 2024-2025 must have satisfied the new ethnic studies requirement meaning that students entering Cal Poly Pomona in fall 2021 must have catalog rights to this requirement. The catalog is typically completed in early January or February so that it becomes the contract for the incoming class of students. President Coley stated that she just wanted to put the importance of the calendar in perspective.

d. Vice Chair's Report

NEW REFERRALS: (1)

GE-001-201 GE Area F: Ethnic Studies

SENATE REPORTS FORWARDED TO PRESIDENT: (4)

AS-2898-201-AP Program Review BS Anthropology and BS Geography
 AS-2899-201-AP Program Review – Biological Sciences (BS and MS)
 AS-2900-201-GE CPU 1540 – Exploring Contemporary Topics (GE Area E)

AS-2804-201-AA Response to President's Response

PRESIDENT RESPONSES TO SENATE REPORTS: (8)

AS-2891-201-AP New Minor in Data Science – **APPROVED**
 AS-2892-201-AP Master of Science in Engineering Name Change to Master of Science in Aerospace Engineering (State-Support) – **APPROVED**
 AS-2893-201-AP New Self-Support Counterpart of the Master of Science in Aerospace Engineering – **APPROVED**
 AS-2894-201-AP Elevation of Materials Engineering Emphasis in the Master of Science in Engineering to a full Master of Science in Materials Engineering degree (State-Support) – **APPROVED**
 AS-2895-201-AP New Self-Support Counterpart of the Master of Science in Materials Engineering – **APPROVED**
 AS-2896-201-AP New Minor in Footwear Design and Merchandising – **APPROVED**
 AS-2897-201-GE NTR 3280 – Food and Culture (GE Synthesis D4) (NEW) – **APPROVED**
 AS-2900-201-GE CPU 1540 = Exploring Contemporary Topics (GE Area E) – **APPROVED**

e. CSU Academic Senate Report

There was no CSU Academic Senate Report presented.

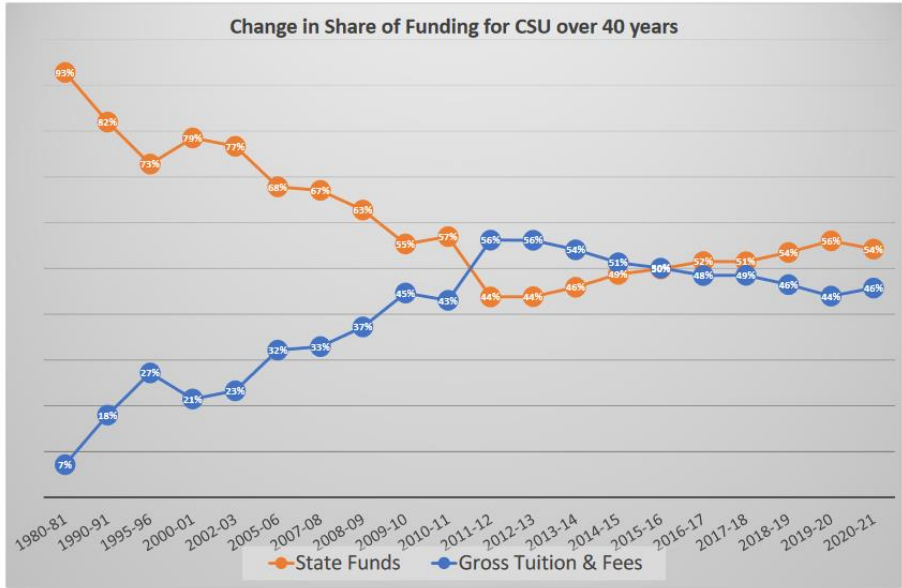
f. Budget Report

The Budget Report is located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2020-21/10.14.20/academic-senate-committee.pdf>. The General Operative Fund Summary, which is part of the Budget Report, is located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2020-21/10.14.20/academic-senate-committee.pdf>.

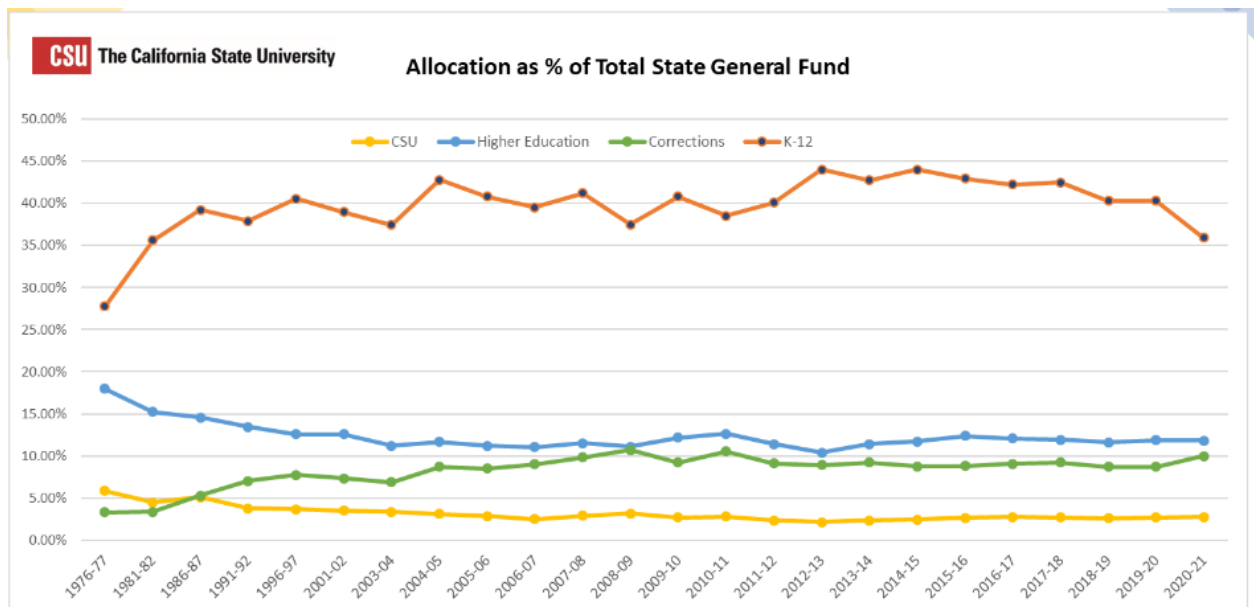
Senator Lloyd reported that the Budget Committee had met with President Coley and Joe

Simoneschi, the Associate Vice President for Finance and Administrative Services, who gave a very thorough overview of the budget. Senator Lloyd stated that there is a \$299 million decrease in the CSU budget. That means that Cal Poly Pomona has about a \$20 million shortfall.

Senator Lloyd presented the following slide which shows the change in the share of funding for the CSU over time. The orange line shows state funds, and the blue line shows funds from student tuition and fees. This shows that a little over 50% of the CSU budget comes from the general fund.



Senator Lloyd noted that the portion of the state general fund allocated to the CSUs has remained flat over the years. The CSUs maintained their portion of a smaller state budget this year, but this does reflect a systemic bind that the CSU is in because K-12 has a higher portion of the state budget as set by a legislative initiative passed several years ago. The UCs tend to have a higher profile and receive a higher percentage of funding which is rather unfair when you consider the number of students the CSU system accommodates.



Senator Lloyd went over the following key facts of the budget:

- California has a \$54.3B budget deficit in FY2020-21
- Original pre-pandemic budget included a \$199M increase for CSU
- Signed budget has a \$299M decrease compared to last year
- Cal Poly Pomona has a \$20M budget gap

The following is a preliminary divisional budget based on the general fund-based budget:

Divisions	2020/21 Base Funds	One-Time / Carryforward	Preliminary Total	Base % of Divisions
President's Office	\$ 4,884,036	\$ 1,142,816	\$ 6,026,852	2.6%
Academic Affairs	122,495,008	11,048,430	133,543,438	64.3%
Administrative Affairs	22,827,788	5,931,760	28,759,548	12.0%
Info Tech	14,958,704	1,589,964	16,548,668	7.9%
Student Affairs	21,341,391	8,119,526	29,460,917	11.2%
University Advancement	<u>4,016,721</u>	<u>689,095</u>	<u>4,705,816</u>	<u>2.1%</u>
Total Divisions	\$ 190,523,648	\$ 28,521,591	\$ 219,045,239	100.0%

Senator Lloyd went over the Cal Poly Pomona General Operating Fund Summary located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2020-21/10.14.20/202021-ac-senate-report-22-sept-2020.pdf>. This document shows that Cal Poly Pomona is using a significant amount of the University's reserves to cover some of the state budget shortfall. It was noted that statewide economic forecasters think that the recession because of the pandemic will last approximately three (3) years. The plan is to not use all the reserves this year in case there is a longer economic downturn.

Senator Lloyd thanked President Coley for her continued willingness to share information with the Academic Senate Budget Committee. He also thanked AVP Joe Simoneschi for his willingness to attend the Academic Senate Meeting to answer any questions that may come up.

g. CFA Report

Senator Von Glahn reported the CFA position about the AB1460 implementation. He stated that the Chancellor was supposed to consult with the statewide Ethnic Studies Committee and originally the chair of the committee stated that the consultation had happened but later recanted that statement. Senator Von Glahn commented that this information may be useful when discussing the Resolution in Opposition to the Chancellor's Proposed Process for Implementation of AB 1460.

Senator Von Glahn stated that the CFA is working hard to increase membership and is going into contract negotiations. He asked senators to make sure their department has a representative and to recruit members since that results in more funds and hopefully a better contract as this is a difficult time.

He also mentioned that CFA is working closely with the administration to make sure faculty has access to the technology needed to teach remotely. Senator Von Glahn stated that if anyone is having trouble getting access to needed technology, they should reach out to their department chair.

h. ASI Report

The ASI report is located on the Academic Senate website at

https://www.cpp.edu/~senate/documents/packets/2020-21/10.14.20/senator-singh-report_10_14.pdf.

Senator Singh reported that ASI has held meetings to further their action plan. They have met with the Inclusive Excellence Council, Transportation, and Counseling and Psychological Services (CAPS) regarding the request for more counselors. He stated that there was an ASI/University Joint Cabinet meeting where they discussed priorities and goals for the academic year. Senator Singh mentioned that the ASI Board of Directors voted to allocate its \$2 million in savings to the University and ASI Basic Needs programs.

i. Staff Report

Senator Gonzalez reported that the CSUEU will be holding a meeting tomorrow, October 15, 2020, and the topics include voting in the general election, the Early Exit Program, in-range progressions, and how to get reclassified.

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

M/s/p to postpone Academic Senate Committee Reports time certain until after informational items are completed.

a. [AA-006-190, Modification of Semester Final Exam Calendar for Fall and Spring – SECOND READING](#)

The second reading report for AA-006-190, Modification of Semester Final Exam Calendar for Fall and Spring, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa006190sr.pdf>.

Senator Wachs presented the report.

M/s to adopt AA-006-190, Modification of Semester Final Exam Calendar for Fall and Spring.

RECOMMENDATION:

The Academic Affairs Committee recommends the changes highlighted in red be made to the Fall and Spring Semester Final Exam Calendar.

Th 7am-8:50am Final Exam time:

- Th 8:00-9:50am
- TTh 8:30-9:45am
- **TTh 8-9:50 (Request this change)**

Th 9am-10:50am Final Exam time:

- TTh 10-10:50am

Th 11am-12:50pm Final Exam time:

- TTh 11-11:50am

Th 1-2:50pm Final Exam time:

- Th 1-2:50
- Th 1-3:45
- Th 1-4:50

- Th 2:30-5:15
- TTh 2-2:50
- TTh 2:30-3:45
- **TTh 1-2:50 (Request this change)**

TTh 3-4:50pm Final Exam time:

- Th 3-4:50
- Th 3-6:50
- Th 4-6:45
- TTh 4-4:50
- TTh 4-5:15

Wednesday 7:00-8:50am Final Exam times:

- MWF 7:00-8:05am
- W 7:00-8:50am
- WF 8:00-8:50am

Wednesday 9:00-10:50am Final Exam times:

- MW 9:00-9:50am
- MWF 9:00-9:50am
- W 9:00-10:50am
- WF 9:00-9:50am

Wednesday 1:00-2:50 Final exam time:

- MWF 1:00-1:50pm
- MW 1:00-1:50pm
- WF 1:00-2:15 pm
- W 1:00-2:50pm
- W 1:00-4:50pm
- WF 1-1:50pm
- WF 1-2:50pm
- **MW 1-2:50 (Request this change)**

Wednesday 3-4:50 Final exam time:

- MW 2:30-3:45
- MWF 3:00-3:50
- MW 3:00-3:50
- W 1:00-3:45
- W 2:30-5:15
- WF 2:30-3:45
- W 3:00-4:50
- W 3:00-6:50
- WF 3:00-3:50
- WF 3:00-4:50

Wednesday 5:00-6:50pm Final exam time:

- MW 5:30-6:45pm
- MW 5:00-5:50pm
- MWF 5:00-5:50pm
- W 4:00-6:45pm
- W 5:30-8:15pm
- W 5:00-6:50pm
- W 5:00-8:50pm
- WF 5:30-6:45pm
- WF 5:00-5:50pm
- WF 5:00-6:50pm
- **MW 5:00-6:50pm (request this change)**

DISCUSSION:

Senator Wachs received one request after the first reading and that was to include the summary of the requested changes to the recommendation.

Associate Provost Eskandari thanked Senator Wachs and her committee for their work on this report. He also thanked Dr. Givens for creating the referral. He added that the changes Senator Wachs mentioned are very minor and only aid in making the recommendation specific as to what changes are being requested. Dr. Eskandari also stated that he ran the proposed changes through the algorithm that was created to ensure time modules were not conflicting and these changes passed with no conflicts.

M/s to add the following to the report recommendation (this is from the report discussion section):

The Academic Affairs Committee recommends the final exam schedule be modified as follows:

- Class time: TTh 8-9:50am, Change final exam time from Tu 7:00-8:50am to Th 7:00-8:50am
- Class time: TTh 1-2:50pm, Change final exam time from Tu 1:00-2:50pm to Th 1:00-2:50pm
- Class time: MW 1-2:50pm, Change final exam time from M 1:00-2:50pm to W 1:00-2:50pm
- Class time: MW 5-6:50pm, Change final exam time from M 5:00-6:50pm to W 5:00-6:50pm

The motion to add the above passed unanimously.

The motion to adopt AA-006-190, Modification of Semester Final Exam Calendar for Fall and Spring, passed unanimously.

b. [AA-001-201, Modifications to the Laboratory Time Modules – FIRST READING](#)

The first reading of AA-001-201, Modifications to the Laboratory Time Modules, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa001201fr.pdf>.

Senator Wachs presented the report.

M/s to receive and file AA-001-201, Modifications to the Laboratory Time Modules.

RECOMMENDATION:

We propose the inclusion of two modules in the afternoon to maximize the use of the space and increase the flexibility in scheduling courses that include laboratories and a lecture component. We recommend the following modification to the laboratory modules:

8:00 - 10:50 AM
 12:00 - 2:50 PM
 1:00 - 3:50 PM Proposed new module
 2:00 – 4:50 PM Proposed new module
 3:00 - 5:50 PM
 5:00 - 7:50 PM
 6:00 - 8:50 PM
 7:00 - 9:50 PM

DISCUSSION:

Senator Wachs explained that some departments discovered that certain times were being underutilized and for programmatic reasons requested additional laboratory time modules. Specifically, the modules for 1-unit laboratories that meet once a week on M, W, F, Sa, Su have a gap from 12:00 to 3:00 pm, which makes it impossible to schedule laboratories that start at 1 or 2 pm. This gap restricts an efficient use of the laboratory space and makes the scheduling of courses with a lecture and laboratory component in the department harder especially when part-time faculty are involved in teaching those courses. The recommendation has gone out for consultation and no feedback has been received.

c. [AP-001-201, Program Review – MA, History – FIRST READING](#)

The first reading report for AP-001-201, Program Review – MA, History, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap001201fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-001-201, Program Review – MA, History.

RECOMMENDATION:

The Academic Programs Committee commends the History MA Program on their work, both in the operation of their program and in the preparation of a thorough and thoughtful review that highlights important issues.

DISCUSSION:

Senator Small stated that the MA Program in History underwent a very positive program review. They were impressed with the new emphasis on digital humanities. Furthermore, they were impressed with the “cohort model” that provides students with opportunities to collaborate and learn from one another. Finally, they commended the program for a 95% graduation rate after three years. The reviewers had several suggestions, including strategic hiring, curriculum restructuring, facility improvements and increasing the operating budget. These are common issues / concerns for all departments / programs across campus, and it is significant that reviewers from peer programs concur with the need for more tenure-track hiring and more instructional space for working with students.

d. [AP-024-190, Program Review Policy – FIRST READING](#)

The first reading report for AP-024-190, Program Review Policy, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap024190fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-024-190, Program Review Policy.

RECOMMENDATION:

The Academic Programs Committee recommends the adoption of the proposed program review policy, the text of which is placed below. The Academic Programs Committee also recommends the creation of a Program Review Committee, the bylaws of which are placed below.

Cal Poly Pomona Policy on Program Review

1. Introduction and Purpose

- A. An integral component of higher education is inquiry, encompassing reflection, research, and analysis. Using inquiry to drive academic program improvement is essential to advancing the mission of Cal Poly Pomona (CPP.) Through ongoing assessment and systematic program review, academic programs engage in a collaborative process to identify elements that merit continuation as well as needs, priorities, and resources to guide the future direction of programs. With an outcomes-based approach, program review uses data and evidence, and internal and external expertise and perspective to advance CPP's long-term educational impact.
- B. All CPP academic programs shall undergo periodic program review to improve effectiveness and quality. This is achieved by examining, assessing, and strengthening instructional programs on a continual basis to ensure quality. This process evaluates the status, effectiveness, and progress of academic programs, and helps identify the future direction, needs, and priorities of those programs. As such, it is closely connected to strategic planning, resource allocation, and other decision-making at the program, department, college, and university levels.
- C. Program review must be a candid product of the program faculty since they are poised to raise and respond to strategic and operational questions, and well-positioned to use the results to improve the overall program. Of paramount importance are program goals, plans, and strategies to achieve them.
- D. Program review applies to all academic departments (including all academic programs within a department) and interdisciplinary academic programs (e.g., Integrated General Education, General Education Program, Kellogg Honors College.)

2. Procedures for Program Review

- A. Preliminary Steps
 - i. The Office of Assessment and Program Review shall determine the schedule in consultation with the College Dean and department chair (refer to section 4 for frequency of program review.)
 - ii. The Office of Assessment and Program Review shall initiate a launch meeting with the program to explain the requirements, logistics and timing of the program review process.
 - iii. The program, in consultation with the College Dean, is responsible for selecting its external reviewers in accordance with the *Academic Program Review Process and Guidelines* provided by the Office of Assessment and Program Review.

B. Self-study

- i. The program shall prepare a self-study following the *Academic Program Review Process and Guidelines*. The Office of Assessment and Program Review will provide a template to guide the writing of the self-study.
- ii. The Office of Assessment and Program Review shall work with the Office of Academic Research and Resources to provide the program with pertinent data derived from CPP and CSU sources for inclusion and analysis in the self-study.
- iii. The College Dean and members of CPP's Program Review Committee assigned to that program shall review and provide feedback to strengthen the initial draft of the self-study.
- iv. The final self-study shall be reviewed by external reviewers and assigned members of the Program Review Committee.

C. Site Visits

- i. The program shall host two external experts (one from a CSU campus; one from another university or industry) to execute a full review on-site. Special circumstances may warrant exceptions and the program shall discuss these with Office of Assessment and Program Review and the College Dean.
- ii. Assigned members of the CPP Program Review Committee shall meet with the program to address items specific to CPP's strategic priorities.

D. Action Plan

- i. Upon the conclusion of site visits and reports by external reviewers and assigned members of the Program Review Committee, programs shall develop an action plan to strengthen the program including steps that may be accomplished with and without additional resources, a timeline of planned activity, and goals for the work. The program shall consult their College Dean before finalizing their action plan.
- ii. The program shall present their final action plan to the College Dean and Provost. The College Dean and Provost will produce a signed memo outlining the action plan implementation timeline and determined allocation of any resources.

E. Concluding Steps

- i. The Office of Assessment and Program Review shall submit program review completion files to the Academic Senate.
- ii. The Office of Assessment and Program Review shall notify the CSU Chancellor's Office of the program review completion.

3. Programs with discipline-specific accreditation

- A. For programs who are currently accredited, the documents prepared for accreditation, visits from the accreditation body, and reports from the accreditor shall satisfy a portion of the program review. The Office of Assessment and Program Review shall work with the program and the Dean to ensure that campus-level program review timelines coincide with accreditation reviews and visits.
- B. Accredited programs shall submit their accreditation documents, an abbreviated program review checklist, and a supplemental report addressing any gaps between accreditation requirements and CPP's program review process. The Office of Assessment and Program Review will provide the abbreviated program review checklist and consult with the program on its completion.

4. Frequency of Program Review

A master schedule of program review shall be published on the Office of Assessment and Program Review website.

- A. The typical cycle of program review is seven years.
- B. The cycle of program review for programs with discipline-specific accreditation shall coincide with the accreditation period, not exceeding ten years.
- C. Special circumstances may warrant the frequency of a program's review to be extended or reduced by Office of Assessment and Program Review in consultation with the program and College Dean.
- D. Between formal program reviews, programs will provide a 3-year update to the College Dean on progress made on the agreed upon action plan.

Program Review Committee Bylaws

5. Purpose

To provide faculty support for and oversight of Cal Poly Pomona's academic program review process.

6. Description

The Program Review Committee is an advisory body to the Academic Senate and the Office of Assessment and Program Review. Members provide feedback to assigned academic programs on matters related to the substantive elements of CPP's program review with emphasis on institutional-specific issues not addressed by external reviewers.

Based on this committee work, the Program Review Committee also provides feedback and suggests improvements to the Office of Assessment and Program Review concerning the program review process. This strengthens the relationship between the two entities to maintain the integrity, significance, and relevance of program review.

7. Structure and Membership

The Program Review Committee shall be co-chaired by the Faculty Fellow for Program Review and a senate member from the Academic Programs Committee. Membership includes:

- At least one faculty member from the Academic Assessment Committee (AAC)
- Eleven tenured/tenure track faculty for a two-year appointment (staggered for continuity) with a minimum of four tenured faculty

Ex-officio members shall include the Coordinator of the Office of Assessment and Program Review and the AVP for Academic Programs.

8. Duties and Responsibilities

The Program Review Committee implements CPP's policy on program review by providing feedback to programs during the review process. Specific responsibilities include:

- Assign a lead faculty member to work with each program undergoing program review;
- The lead faculty member reads the initial draft of the self-study approximately three months prior to the on-site external visit and provides suggestions for draft improvement to ensure clarity and consistency with program review guidelines.
- The lead faculty member reads the final self-study to review institution-specific topics not addressed by external reviewers and discusses findings with the Program Review Committee.

- The lead faculty member and a second member of the Program Review Committee meet with the program the week after the external site visit to discuss topics specific to internal campus matters.
- The lead faculty member completes a brief summary of their findings and provides this to the program.

The Program Review Committee advises the Office of Assessment and Program Review on the program review process and results, including:

- Review program processes and guidelines on an annual basis and recommend updates.
- Compile an annual summary of strengths and opportunities for CPP based on the program reviews conducted during the academic year.

The Office of Assessment and Program Review shall provide training to the Program Review Committee membership so that members are well-informed of responsibilities and work scope.

DISCUSSION:

Senator Small explained that this new policy includes several improvements to reduce the burden of faculty review. The key changes are:

- Program reviews shall now occur at intervals of seven years unless a program has discipline-specific external accreditation, in which case the program review cycle shall be synchronized with the external accreditation cycle. The only exception is if accreditation review occurs at intervals greater than ten years. This reduced frequency of review should reduce burdens on departments.
- Accreditation reviews can be used to satisfy most of the requirements of the campus-level program review, including the outside reviewer reports. This should reduce redundancy and duplication of effort.
- A new Program Review Committee shall be formed (as part of a re-organization of university committees further explained in the accompanying referral AP-025-190). Members of this committee will be assigned to work as liaisons with departments through the preparation of their self-study and subsequent steps of the review process. The AP Committee is optimistic that this guidance will bring continuity from year to year about the process and bring about greater consistency of implementation across departments and colleges.

Senator Small stated that the committee received only positive comments during consultation.

e. [AP-025-190, Academic Assessment Committee – FIRST READING](#)

The first reading report for AP-025-190, Academic Assessment Committee, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap025190fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-025-190, Academic Assessment Committee.

RECOMMENDATION:

The Academic Programs Committee recommends consolidation of the existing GE Assessment Committee and Academic Programs Assessment Committee into a single Academic Assessment Committee. The bylaws of the committee are below.

Academic Assessment Committee Bylaws

1. Purpose

The Academic Assessment Committee's purpose is to promote and facilitate meaningful advancements in building an institutional culture of assessment to strengthen teaching and student learning at Cal Poly Pomona. The AAC allows for open communication and coordination of efforts in program learning outcomes assessment, including from the General Education program, thus reducing duplication of effort, and enhancing capacity to engage in meaningful assessment.

2. Description

The Academic Assessment Committee will work closely with the Office of Assessment and Program Review in a collaborative effort to ensure continuous improvement of teaching and learning through assessment. The Academic Assessment Committee plays an essential role in ensuring that assessment of program learning outcomes, including those of the general education program, is supported and implemented, and that CPP nurtures its capacity for the assessment of student learning.

3. Structure and Membership

The Academic Assessment Committee shall be co-chaired by the Coordinator of the Office of Assessment and Program Review and a faculty member elected by the committee. Membership includes:

- 1 College Assessment Liaison from each academic college and University Library (n=9)
- 1 representative from the GE Committee who has a full understanding of the GE and IGE programs (n=1)
- 1 representative from Graduate Studies (n=1)
- 1 representative from Student Affairs (n=1)

Ex-officio: Faculty fellows in the Office of Assessment and Program Review.

4. Duties and Responsibilities

Much of the AAC's work shall take place within smaller working groups and ad hoc task forces as needed to spearhead assessment initiatives.

- The AAC shall meet as a whole committee once a month each semester; additional meetings of smaller working groups shall be scheduled as necessary.
- Review and provide feedback on assessment plans, policies, procedures, and reports.
- Disseminate university-level assessment findings to college constituents.

- Lead and participate in university-related assessment seminars and workshops.
- Participate in institutional-level assessment scoring and norming activities.

DISCUSSION:

Senator Small explained that the previous report called for the creation of a Program Review Committee. Some of the responsibilities of that Program Review Committee overlap with the responsibilities of the Academic Programs Assessment Committee (APAC). There are currently two university committees working on assessment, APAC, and the GE Assessment Committee. This report proposes that those two committees be combined into one, so all assessment work is done in one committee.

First, while assessment is a vital activity at every level of the university, institution-wide assessment activities focus primarily on ensuring alignment between work at the course or program level and institutional learning outcomes, core competencies, and other goals/outcomes enshrined in university-level documents that guide all instructors as they prepare their courses. There is thus considerable overlap between the tasks of the two existing assessment activities; both seek to align the ground-level work of teaching classes and running programs with the institutional work of articulating university-wide learning goals, competencies, etc. Consolidating the work of the two committees would reduce redundancy and duplication of effort.

Second, much department-level assessment work is captured in the program review process. Guiding that work is thus a proper task for a committee focused on the entire program review process. A separate referral (AP-024-190) proposes to establish a Program Review Committee to guide that work.

These two reports are not creating any more committees, just reallocating resources so that one committee focuses on assessment at the institutional level and the other committee concentrates on the program review process.

4. New Business

a. Resolution in Opposition to the Chancellor's Proposed Process for Implementation of AB 1460

Vice Chair Pacleb presented the resolution and thanked President Coley, Provost Alva, and AVP Massa for giving the faculty guidelines. Vice Chair Pacleb did not read the resolution in its entirety but instead highlighted points of the resolution regarding the work that is needed and the work that is going to be imposed on the faculty. Senator Pacleb stated that this resolution is not intended to be a debate on Ethnic Studies or the AB 1460 requirements recognizing that this is law so there is no reason to debate the law. This resolution addresses the process not the curriculum.

Vice Chair Pacleb, on behalf of the authors and Ethnic Studies faculty, recognized and extended appreciation to the Ethnic Studies faculty and colleagues at California State University Northridge (CSUN), San Francisco State University, CSU Dominguez Hills, and CSU San Marcos for the resolution template. The number of CSUs writing resolutions in opposition to the implementation process informs faculty that there are concerns and questions regarding the implementation process. Senator Pacleb took the opportunity to thank AVP Massa and her team for all the work they have done on this issue. They have taken an important role in clarifying and addressing questions regarding the Chancellor's proposed implementation plans.

AB 1460 provides an explicit pathway for the implementation of ethnic studies requirement in the

CSUs. Such an implementation uses shared governance; a shared governance structure that currently exists and allows maximum flexibility for campuses to implement requirements in the way that best supports students. In contrast, the Title 5 changes voted by the CSU Board of Trustees in July 2020 and the sealed memo issued in September 2020 are unnecessarily intrusive in their requirements to place an ethnic studies course in a lower division General Education Area F. To implement the new General Education Area F requirement, Area D3 will be eliminated. Senator Pacleb explained that the elimination of Area D3 will significantly impact several departments on campus. Currently in the course catalog there are 13 departments with courses in Area D3. In total, there are 28 Area D3 courses that will eventually be eliminated. In addition to the elimination of Area D3 courses, departments who teach American Cultural Perspectives (ACP) courses will be impacted. Currently there are 12 departments who teach a total of 30 ACP courses. Each of these courses will need to go through a GE referral process to determine if they meet the Area F criteria that has yet to be articulated.

The implementation will require faculty time and effort and at this time when they do not have the ability or the full knowledge of the requirements to make extensive curricular changes in such a small amount of time. This resolution opposes the Chancellor's Office interpretation and implementation plan for AB 1460.

Senator Huerta added that this resolution does not disrespect campus leaders who have been aiding in the implementation process, President Coley, Provost Alva and AVP Massa who have always worked for the benefit of the campus community. This resolution is addressing the unilateral approach in which the Chancellor's Office interpreted the law and the lack of consultation.

Senator Small stated that there is a strict timeline and if students are required to take the ethnic studies course, some other course will be impacted. He commented that there was a much simpler alternative. There could have been the same GE areas with students taking one class from each area but with the requirement that one of the courses must be an ethnic studies course. Since ethnic studies courses are currently found in several GE areas of the curriculum, there would have been multiple ways for students to satisfy the ethnic studies requirement. Senator Small asserted that the Chancellor's Office chose the "bluntest instrument" of implementation, and in choosing this method of implementation, they eviscerated some social science departments. He went on to say that he is not proposing this alternative, it is just an example of how the implementation could have been much easier.

Senator Kumar added that she shares the sentiments of her colleagues, particularly concerning the impact on GE Area D3.

Senator Lloyd thanked the authors of the resolution and stated it addresses several concerns of the Title 5 changes, not the least of which is that he believes the approach taken eviscerates the idea of shared governance. Senator Lloyd is concerned for the students because of the inflexible way that the Chancellor's Office is implementing the law in terms of on-time graduation and creating a bottle neck class. He agrees with Senator Small that there were better, more flexible ways to implement the ethnic studies requirement.

Senator Coburn asked for clarification on how this resolution relates to what Provost Alva presented earlier for the implementation of the ethnic studies requirement. Senator Pacleb responded that the Academic Senate represents the faculty and this resolution recognizes that there has been work with the administrators on the campus but faculty will be the ones that have to revise the curriculum within a very tight timeline. Senator Pacleb explained that there are "lots of moving parts" in this implementation and it is very difficult when there are still no defined core competencies for the course. In addition, there was supposed to be consultation between the Chancellor's Office, the Council on Ethnic Studies, and the CSU Academic Senate, but today,

October 14, 2020, is the first day that they are meeting. Senator Pacleb emphasized that there is confusion in regards to the implementation but the campus still has to meet the tight deadline because the law states that students graduating in 2024-2025 are required to have ethnic studies to graduate which means the students entering in fall 2021 need to have this requirement in the catalog. The implementation becomes very difficult when information continues to unfold.

Provost Alva added that it is important to acknowledge that the timeline that the campus is working begins with the law. The law states very clearly that ethnic studies is a graduation requirement for students graduating in 2024-2025. The campus must accept the law. She added that it is a tight schedule, but it is informed by the law. She pointed out that the Frequently Asked Questions (FAQs) on the Chancellor's Office website states that the requirement can be met by a lower or upper division course. It may not have started that way but that is where it is today. She does see the value of the faculty coming together and defining the learning competencies and those then become the learning objectives at the campus level. Provost Alva commented that at the core there is the need to think about what the difference between consultation, collaboration, and deep engagement is. She went on to say is what she is sensing is that the faculty on the Ethnic Studies Council and the CSU Academic Senate are needing to find a way to collaborate deeply and come to a shared understanding of this requirement. Provost Alva added that today that engagement between the Ethnic Studies Council and the ASCSU began.

Senator Von Glahn expressed that there was supposed to be consultation between the Chancellor's Office, the Ethnic Studies Council and the ASCSU, and the fact that the campus is receiving implementation instructions prior to that consultation is why he is supporting the resolution.

Senator Quinn asked how the recent memos from the Chancellor's Office seeking consultation on this subject and the recent questionnaire sent out from AVP Massa impact the implementation of the ethnic studies requirement. Are the responses to these questionnaires going to be taken under advisement? AVP Massa responded that there was a questionnaire sent to faculty on Monday. She stated that the Chancellor's Office is seeking feedback on what was formally called Executive Order 1100R. This is currently in draft form and the Chancellor's Office no longer refers to Executive Orders but now just refers to policies. The policy is CSU GE Breadth. This policy is in draft form and the Chancellor's Office is looking for feedback. AVP Massa stated that she does not know what the Chancellor's Office will do with the feedback they receive.

Senator Urey, representing the ASCSU Academic Affairs Committee, responded that the Chancellor's Office Liaison to the Academic Affairs Committee, Alison Wrynn, Associate Vice Chancellor for Academic Programs, Innovation, and Faculty Development, has stated that she will read comments from anyone on this issue.

Provost Alva clarified that the when the governor signed AB1460 into law, that supersedes the original Board of Trustee changes to Title 5. Based on the law the CSU System needs to update Title 5 to reflect the implementation of AB 1460 in curricular policy.

Senator Hargis proposed that the Academic Senate look for flexibility in the implementation timeline to allow the consultative process to happen. Senator Hargis added that some of the anxiety among the faculty is that the campus has deadlines for course proposals without having appropriate guidance regarding the learning outcomes for those proposals. Chair Nelson stated that she agrees but then on the other hand if you look at the process through which the curricular decisions have to go through the Academic Senate, the proposals need to be done by the end of the term. Chair Nelson added that, if there are adjustments that need to be made, a referral can be generated to address the adjustments. The responsibility right now is to manage the process to get the campus in alignment with the law.

Chair Nelson voiced her concerns about making changes to the resolution from the floor. She mentioned that a petition has been signed and approved requesting a special Academic Senate Meeting devoted to the new ethnic studies requirement and asked the body to consider adopting the resolution at that meeting to ensure that all concerns have been resolved before adoption. It was decided that changes to this resolution could be adopted at this meeting.

Senator Coburn added that he agrees with Chair Nelson and changes should be made offline and the resolution should be considered at a later date. He stated that there appears to be an issue, and even with all the expertise at the meeting there is not a clear understanding of what needs to be done. Senator Coburn commented that this resolution is technically a formal complaint regarding the implementation of AB 1460 and there is no pressing reason that this must be adopted today.

M/s that the vote to adopt the Resolution in Opposition to the Chancellor's Proposed Process for Implementation of AB 1460 be postponed to the next Academic Senate Meeting.

Senator Lloyd disagreed with the motion to postpone the adoption of the resolution and added that this resolution represents an important principle of shared governance. He stated that the resolution is not in opposition to the law, but the law does not specify the elimination of an entire category of GE. He commented that there are very principled reasons for sending this message as quickly as possible while these discussions are still happening at the Chancellor's Office.

M/s to adopt the following resolution in opposition to the Chancellor's proposed process for the implementation of AB 1460.

Resolution in Opposition to the Chancellor's Proposed Process for Implementation of AB 1460¹

- | | |
|----------|--|
| Whereas, | Governor Newsom signed AB 1460 into law on August 17, 2020, providing an explicit pathway for an Ethnic Studies requirement in the CSU; and |
| Whereas, | In opposition to AB 1460, the Chancellor's Office (CO) proposed to the CSU Board of Trustees a new General Education Area F of "Ethnic Studies and Social Justice," where "Social Justice" is not part of the letter of the law, and a simultaneous reduction of Area D by 3 units was approved on their July 2020 meeting; and ² |
| Whereas, | On September 10, 2020, the CO issued a memo requiring campuses to implement the new General Education (GE) requirement, "Area F," mandating that the Ethnic Studies requirement be lower division; and |
| Whereas, | In order to create the new General Education Area F requirement, Area D-3 will be eliminated; and |
| Whereas, | Under the CO's implementation plans, departments with courses in the American Cultural Perspectives will need to go through a |

¹ The proponents of this resolution recognize and extend appreciation to Ethnic Studies colleagues at CSU Northridge, SFSU, CSU Dominguez Hill, and CSU San Marcos for the resolution template.

² Currently Area D has 9 units. 6 units is required to satisfy Title 5 requirement (Executive Order 1061): United States History, Constitution, and American Ideals: GE Area D1: U.S. History and American Ideals (3 units) and GE Area D2: U.S. Constitution and California Government (3 units).

GE referral process to meet the Area F criteria that has yet to be articulated; and

Whereas, The CO memo issued on September 10, 2020, specifies an impossible timeline to ensure appropriate collaboration as required by AB 1460. This includes consultation, deliberation, and conversation among Ethnic Studies faculty and other campus faculty on the design, construction, and student-centered implementation of Ethnic Studies; and

Whereas, There has not been enough time for appropriate collaboration with the CO, Academic Senate CSU (ASCSU), and the CSU Council of Ethnic Studies (CSUCES), as identified collaborating parties in AB 1460, on all aspects of AB 1460 and Title V changes; and

Whereas, AB 1460 does not clearly specify that the Ethnic Studies course be a GE requirement; and

Whereas, AB 1460 does not specify the Ethnic Studies course to be in a lower-division nor an upper-division course; and

Whereas, The Ethnic and Women's Studies (EWS) Department and its allies at Cal Poly Pomona, as the Ethnic Studies experts on campus, oppose placing the requirement solely in lower division General Education; therefore, be it

Resolved, That the Academic Senate of the California State Polytechnic University, Pomona is in opposition to the CO's interpretation of AB 1460 which requires the creation of a new General Education Area F of Ethnic Studies and simultaneously reduce Area D units and specifically D-3, and be it further

Resolved, That the Academic Senate of the California State Polytechnic University, Pomona asks the CO to rescind their Title V July 2020 changes; and be it further

Resolved, That the Academic Senate of the California State Polytechnic University, Pomona asks that the leadership of the CO and ASCSU rescind their acceptance of the Ethnic Studies core competencies until the CSUCES has met with CSU Ethnic Studies Department or Program experts, to discuss, vet, and officially approve the proposed Student Learning Outcomes (core competencies); and be it further

Resolved, That students be given flexibility in meeting the Ethnic Studies requirement with either lower division or upper division courses; and be it further

Resolved, That the current 9 units be retained in General Education Areas D-1, D-3, D-3, and D-4 (Social Sciences and U.S. History and Local Government) in order to guarantee students to fulfill Title V mandate (American Institutions); and be it further

Resolved, That the timeline for implementation be extended to allow for effective and genuine collaboration between the CO, ASCSU, CSUCES, and Ethnic Studies faculty as defined in AB 1460; and be it further

Resolved That this resolution be distributed to the President of Cal Poly Pomona, CSU Chancellor's Office (CO), CSU Board of Trustees, Academic Senate of the CSU, CSU Campus Senate Chairs, California Faculty Association (CFA) Statewide President, CFA Cal Poly Pomona Chapter President, California State Student Association, ASI President of Cal Poly Pomona, California U.S. Senators, Regional U.S. Congressional Representatives for Districts, and California State legislators.

Senator Coburn added that he agrees with Chair Nelson and changes should be made offline and the resolution should be considered at a later date. He stated that there appears to be an issue, and even with all the expertise at the meeting there is not a clear understanding of what needs to be done. Senator Coburn commented that this resolution is technically a formal complaint regarding the implementation of AB 1460 and there is no pressing reason that this has to be adopted today.

M/s that the vote to adopt the Resolution in Opposition to the Chancellor's Proposed Process for Implementation of AB 1460 be postponed to the next Academic Senate Meeting.

Senator Lloyd disagreed with the motion to postpone the adoption of the resolution and added that this resolution represents an important principle of shared governance. He stated that the resolution is not in opposition to the law, but the law does not specify the elimination of an entire category of GE. He commented that there are very principled reasons for sending this message as quickly as possible while these discussions are still happening at the Chancellor's Office.

Senator Urey communicated that she had made a motion to reword the fifth resolved in the resolution and there was not a call for a second to the motion. Chair Nelson apologized for the oversight and called for a second on Senator Urey's motion.

M/s that the fifth resolved be reworded to state "That the current 9 units of lower division be retained in General Education Areas D-1, D-2, and D-3, and be it further".

The motion to change the working in the fifth resolved passed one (1) nay and one (1) abstention.

The motion to postpone the adoption of the Resolution in Opposition to the Chancellor's Proposed Process for Implementation of AB 1460.

M/s to delete the last whereas statement in the resolution and adding the "therefore be it resolved" to the previous whereas statement.

The motion to delete the last whereas statement in the resolution and adding the "therefore be it resolved" to the previous whereas statement passed with one (1) abstention.

Chair Nelson advised that the motion to delay to adoption needs to be addressed. Senator Coburn retracted his motion to postpone the adoption of the resolution.

M/s to change the footnote to state add the word "lower" so the footnote would read "Area

D has 9 lower division units...”

The motion to change the footnote passed with one (1) abstention.

Senator Hargis made a comment that although she is in favor of adding ethnic studies requirement to the curriculum, but when the legislature gets involved with curriculum the faculty loses control.

The motion to adopt the Resolution in Opposition to the Chancellor’s Proposed Process for Implementation of AB 1460 passed with two (2) nays and three (3) abstentions.

The final signed resolution is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/resolutions/resolution-opposition-to-csu-bot-ab-1460-implementation_signed.pdf.

The October 14, 2020 Academic Senate Meeting adjourned at 5:18 p.m.