SUMMER SENATE
Agenda
Wednesday, July 8, 2020
10:00 a.m. – 11:30 a.m.
Video Conference

1. CALL TO ORDER

2. ANNOUNCEMENTS AND INFORMATION
   CARES ACT and HEERF - T. Davis (Handout) (Time Certain 10:15-10:30)

3. APPROVAL OF MINUTES
   June 24, 2020 Minutes

4. APPROVAL OF AGENDA

5. CONTINUED ITEMS
   a. Provost Update
   b. Searches Update
   c. Financial and strategic planning transparency and faculty participation
   d. Handbook Error Log –
      i. 304.7.3 Temporary Faculty with Six or More Years of Service (Handout)
      ii. 306.2.2 Criteria for Periodic Evaluation of Faculty (Handout)
   e. COVID-19 related issues
   f. Updates on University Week/ Faculty Day Planning
   g. Electronic RTP
   h. Statement to the campus community from the Summer Senate (handout)
      i. Fall Office Hours
      j. Academic Testing

6. NEW DISCUSSION ITEMS
   a. UPRC Annual Report (handout)
   b. American Institutions – Government
   c. Educator Prep Programs

7. AGENDA ITEMS FOR SENATE MEETING AUGUST 27, 2020 (Time Certain 11:00 a.m.)
   Announcements
   Consent Agenda
Standing Committee 2020-2021

New Business
RES 202101 Extension of Temporary Suspension of the Online/Hybrid Instructor Certification Requirement
RES 202102 Academic Standing Spring 2020
RES 202103 Electronic RTP
RES 202104 GWAR Testing – AY 2020-2021

Old Business
Open Forum Items

8. COMMENTS FROM THE FLOOR

9. ADJOURNMENT
SUMMER SENATE
Minutes
Wednesday, June 24, 2020
10:00 a.m. – 11:45 a.m.
Video Conference

Absent: J. Millar

1. CALL TO ORDER
The meeting was called to order by A. Hegde.

2. ANNOUNCEMENTS AND INFORMATION
A. Hegde informed the group that the Chancellor’s Office (CO) feedback on CSUB’s University Plan is forthcoming.

3. APPROVAL OF MINUTES
M. Rees moved to approve the June 10, 2020 Minutes. B. Street seconded. Approved.

4. APPROVAL OF AGENDA
D. Wilson moved to approve. R. Gearhart seconded. The agenda approved.

5. CONTINUED ITEMS
   a. Provost Update – V. Harper
      i. The Instructional Plan portion of the University Plan was sent to the CO. He is proud of CSUB’s proposal. His conversations with the other campus Provosts revealed that eighteen campus plans have been received. Of those, five have been approved. There are two levels of review. The first round of review goes through legal, etc. The second level goes to the Vice-Chancellor’s Office. CSUB will probably get a revise (request for more information) and resubmit before our plan goes to the second level. Campuses with a high number of face-to-face, referred to as S2, are getting their proposals returned. The Housing portion and the Athletics portion of the University Plan were also submitted. V. Harper noted his gratitude toward M. Lukens for completing the University Plan. CSUB will receive a response from the CO’s in a couple weeks. This week, the Provost is meeting
with the faculty union to discuss the document. M. Martinez mentioned that the CFA is dissatisfied with the training compensation for converting their classes to alternate delivery. V. Harper replied that his office is negotiating with the CO about the Professional Development stipends, up to $1200. There is $400 for Teaching Online Proficiency Series (TOPS) training. V. Harper respects faculty’s concern. B. Hartsell is rewriting the proposal. D. Boschini asked about the Academic Affairs re-organization. V. Harper met with the AASCU consultants and the Department Chair Leadership Council (DCLC). The consultant’s survey was discarded. They will build a new one. The sub-committee will meet to discuss the instruments and dimensions within the six sections. There will be a series of focus groups. That information will inform the new survey. The Provost’s involvement is not needed during that process. Yet, he is contemplating how the steering committee will be organized and deployed in the fall. They will work for approximately six months on a final report. It will be broadly shared and distributed. Then, there will be a period of consultation. V. Harper requested that the recommendations be vetted by the Senate. Next, the timeline for implementation of the recommendation will be developed. J. Tarjan said that the consultant’s survey had different layers and different topics. Perhaps some issues were missing because the chairs weren’t initially consulted. There is a pre-focus meeting this afternoon. The focus group meets tomorrow. It includes department chairs. They will discuss the structure, policy, and units of Academic Affairs going forward. V. Harper expressed his appreciation that the chairs have run with the survey. It’s a sign of a healthy functioning group.

ii. The second campus conversation on racial diversity will be held tomorrow. The first campus conversation resulted in summer stipends to Ethnic Studies faculty members for them to develop an Ethnic Studies Department proposal. The state Senate passed AB 1460. It’s a structural change to the university. V. Harper respects the entire process whereby all faculty will be consulted and discuss the proposal for an Ethnic Studies department. Administrators have stepped out of the process. He has not allocated resources to the department itself. The proposal will be solely faculty driven and must go through the Senate. A. Hegde said the environment is different than when the proposal for an Ethnic Studies department proposal was first presented, years ago. He looks forward to the Senate receiving the proposal, having a discussion, and then providing input.
b. Searches Update – V. Harper informed the group that the new Dean of the School of Social Sciences and Education, Dr. James L. Rodriguez, starts next week.

c. Financial and strategic planning transparency and faculty participation – B. Street said that there was a $600 million cut to the original draft proposal of the CSU. That may change, depending on federal funds allocated in response to the COVID-19 pandemic. For CSUB, there are transparency issues we need to think about: #1 stipulate how particular funds to CSUB from the CARES Act be spent. Half was to be spent on students. That has basically all been spent. There is $6.8 million remaining for COVID-19 response. There is another $900 thousand given to CSUB as a Hispanic institution. There is money for housing and fees. #2 What is CSUB’s Reserve account and how will it be spent? At the state level, the distribution is being worked out. He suggested that T. Davis attend the Summer Senate to begin the conversation now about the $6 million - $8 million CSUB is getting rather than wait until August. D. Boschini inquired about the CARES funding portion for alternate delivery instructional expenses. Nursing made purchases specifically as a result of alternate delivery. The expenses were denied because the wrong code was used. The analysts did not share the code with the chairs. V. Harper said that the CARES funding is a separate pot. Accounting pushes that money out to support students, faculty, and staff through their normal process. The department analyst can change the code.


e. COVID-19 related issues – V. Harper shared a draft of recommended language to be used on syllabi in Fall, developed by B. Hartsell, in response to the Governor’s new policy regarding face coverings. A. Hegde referred to R. Gearhart’s earlier question about faculty recourse when there is student non-compliance. The point was made in the Campus Preparedness Council that the instructor can ask the student to leave the class for cell phone usage. However, faculty is being told that further discussion needs to occur with the office of Student Rights and Responsibilities (OSRR) on what can be done when students don’t wear masks. Can students who don’t get medical exceptions and are not willing to comply be asked to leave? V. Harper will discuss that with M. Williamson. The faculty resource is to contact University Policy Department. He needs to confirm that the UPD will come to class to remove the student. R. Gearhart said that the CA Department of Public Health guidelines are vague on what is a medical condition. Who decides what is an acceptable medical condition that allows an exception to wearing masks? D. Wilson responded that in Kern County, people are not wearing masks despite the Governor’s policy. To avoid placing faculty in
the role of enforcer, she recommends saying that masks are recommended and not required. M. Rees said exceptions are more than medical. A student cannot play a trumpet with a face mask. Send something out to faculty and staff soon. The communication needs to be expanded beyond what is in the syllabi. C. Lam asked who does the student submit an exception to. Will the instructor be required to provide accommodations to make a safe environment? V. Harper responded that the request for accommodation would go through OSSR, or perhaps through the Director of Equity, Inclusion and Compliance office. The correct protocol is not in place, yet. A. Hegde talked with M. Williamson. He agreed it’s a student misconduct issue. There could be further disruption amongst students if a student doesn’t wear a mask. M. Martinez repeated what he said last meeting about the limits of freedom of speech. The courts have been clear that one cannot use fighting words or other expressions that put others in current and present danger. Supreme Court case law is clear. If the CSU doesn’t define the policy in response to faculty’s concern, then CSUB is on solid ground to establish one. It’s a health and safety issue. He offered to participate on working on the campus policy. D. Boschini reinforced the need to inform faculty, staff, and students in advance of returning to campus. D. Wilson doesn’t understand CSUB’s reticence to enforce the government’s health and safety policy. She just reported to Jury Duty and they were very strict about everyone having face masks. R. Gearhart said that the City of Bakersfield stated that they are not going to enforce mask-wearing. V. Harper will push the Emergency Preparedness Committee to prepare a campus-wide policy. A. Hegde said the sooner the better, so students know in advance of coming to class. M. Rees inquired whether students who come to campus for a face-to-face class be offered some relaxed parking policy, so students don’t have to spend $6.00 per class. V. Harper said that parking will be different for students. Faculty parking is related to the union contract. The details are still being worked out. Guidance will be communicated before the semester begins, during University Week.

f. Updates on University Week/ Faculty Day Planning – A. Hegde said the morning event includes an update on Academic Affairs from the Provost, and then the faculty are together exclusively. Typically, a survey goes out in advance of the meeting. Then, the top concerns are discussed in a forum format. It will be different this year, since in-person gatherings are highly restricted under the state’s policy to mitigate the spread of the COVID 19 virus. The planning committee met last week. M. Danforth said they spent a lot of time discussing the theme. Social Justice will be the prevailing theme for University Week. The professional development portion could include how to encourage discussion in
the classroom, have a better and more equitable classroom, and kick-off a semester-long seminar series. Social justice is important to our students and the campus as a whole. The itinerary is as follows:

i. Monday and Tuesday: new faculty development via a series of Zoom workshops and webinars
ii. Tuesday: DCLC virtual breakfast
iii. Wednesday will focus on faculty professional development
iv. Thursday is University Day. The keynote speaker will address social justice.
v. Friday is Faculty Day. The plan is to have a panel within the webinar for all faculty, to discuss social justice.

J. Tarjan suggested limiting meetings to 1.5 hours and then have a break, to avoid virtual meeting fatigue. A. Hegde will be working with the Provost about the budget for Faculty Day. He asked everyone to think about what the day could look like.

g. Electronic RTP – the draft resolution to amend the University Handbook is still in discussion. A. Hegde will work with M. Rees on her suggestions, and then get input from the group. RES 192020 RTP Guidelines 2020 made SOCs optional. M. Rees said that students can get confused about the grading scale, and sometimes score the opposite of their intention. The comments people make clarify their opinions and are of the most value to faculty members. It may be disadvantageous to faculty member going up for tenure and the review committee if there are no comments for an entire year. A paper file could be summarized and made available just to the unit committee. If post tenured faculty were to be up for their five-year review and not have any comments, it would be of concern. M. Danforth said that an essential worker can scan and put the files into the faculty member’s PAF. It should be an option, and not required. It’s a lot of work. If one is using BOX, can one designate to whom it’s shared with? For example, the Administrative Support Coordinator (ASC) takes the files to the unit committee for review, and then later to the Dean. It’s important to address who will be given access control. C. Lam suggested that it’s better that the faculty’s file in their BOX account be copied to a separate BOX account for reviewers. A. Hegde said that the Deans’ office could create a BOX folder similar to the physical folder. The software used by some CSUs, Interfolio, cannot be implemented here before Fall. V. Harper said it’s important to have F. Gorham in these conversations about whether BOX is the right tool and who gets access. Faculty will not be allowed to come to campus to use equipment. A. Hegde will set up a meeting with D. Gove, F. Gorham and M. Rees to discuss further.
Everyone agrees an electronic process is needed, and to have the process and permissions clarified before August and September deadlines. The discussion to continue at next meeting.

h. GWAR testing – A. Hegde said that the resolution is in response to the March 12 memo from CO regarding temporarily suspension of the GWAR test through the academic year 2021 to facilitate student progress toward getting their degree. K. Flachmann had a different interpretation. She was confident that CSUB could do GWAR testing via Zoom teleconference. A. Hegde referred to the memo. The memo will be an attachment to the resolution. Summer Senate agreed that GWAR could do Zoom testing. Make it clear that the GWAR classes are still scheduled. A student needs to take the GWAR class or test to graduate. V. Harper said that the CO will be coming out with another memo. He is comfortable what GWAR recommends. A. Hegde called for a vote on the draft RES 202104 GWAR Testing – AY 2020/21. C. Lam moved to approve. R. Gearhart moved to approve. The resolution passed.

i. Statement to the campus community from the Summer Senate - The draft statement on social injustice was distributed for comments. Discussion ensued whether to send out a statement now or form a resolution to go before the full Senate. The Senators are not expected to sign their names. J. Tarjan is in support of the statement, as is. M. Rees suggested to say people of color instead of minorities. It’s important that Hispanics feel included. The campus needs programming to address the situation. A. Hegde suggested to the University Week Planning Committee to focus on solutions. Perhaps the campus can create Social Justice Across the Curriculum modeled after the existing Ethics Across the Curriculum program. The full Senate needs to weigh in on the approach. He and R. Gearhart are discussing ways to incorporate the impact of social injustice in the Economics department courses. J. Tarjan said one of the Strategic Plan themes is Quality of Life. When the themes were put together, Sustainability and Social Justice were put together. He suggested to separate the two. A. Hegde will work with M. Rees to finalize the statement, and then distribute it to the Summer Senate where they can opt to sign it. Later, the topic will go before the Senate, should there be interest in forming a resolution. It’s important to be proactive and find solutions now.

J. Tarjan motioned to extend the meeting for ten minutes. All approved.

6. **NEW DISCUSSION ITEMS**
a. Exceptional Service Award (Article 20.37) The contract said the awards are allowed. There are fifteen WTUs available. The review committee recommended the following: Allison Evans, Lindsay Nelson, and Rhonda Dugan. They are to receive three WTUs each, for a total of nine WTUs. M. Rees moved to approve. B. Street seconded. All in favor. Approved.

b. UPRC Annual Report (deferred)

c. Academic Testing – J. Tarjan reminded the group that there are no plans for a campus testing center in Fall. Academic integrity is the confidence that grades reflect the students’ work. Testing can be done using parking lots, proctoring, and social distancing. V. Harper responded that the logistics of doing it for thousands of students would be very difficult to control. It is not part of CSUB’s Instructional Plan that was submitted to the CO. The CSU’s rejection of campus plans had to do with large number of students on campus. He said it’s not our decision, a testing center would be difficult to employ, and likely refused by the CO. M. Rees suggested that academic integrity be covered during University Week. B. Street said that the topic of testing has been a concern pre-COVID-19 and extends beyond the current situation. Testing in a gymnasium is very common. J. Tarjan said we know there is widespread cheating. To say it’s difficult to change our testing method is not a good answer. Certifying that someone has fulfilled the requirements for a degree is one of the most essential things that we do. D. Boschini shared what happens in Nursing instructional centers based on conversations she’s had with Nursing Directors throughout the state. When one student tests positive for COVID-19, it sends everything in disarray. There is so much that has to happen as a consequence. It would be a waste of resources to set-up a testing center and then have to close it. The request to have a testing center is unrealistic under the current circumstances. A. Hegde said that the system’s Academic Senate Chairs are discussing the issue, too. The topic will carry to the next Summer Senate meeting.


e. Fall Office Hours – J. Tarjan requested that group consider that all faculty schedule brief meeting with students individually to assure engagement between them and better outcomes. Invite each student to an optional 5-minute meeting. He suggested making a statement at the beginning of the semester and/or consider a resolution to recommend that faculty make it their practice. They could be stacked to come in and out of a Zoom meeting. V. Harper agreed. J. Tarjan went on to say that faculty need PCs, cameras, printers, and scanners to do their job. Many students are only using their
smartphones and have difficulty with the Learning Management System (LMS) using different browsers, etc. V. Harper said that faculty should not plan on routine visits to campus to copy, scan, etc. He supports faculty purchasing scanners through their department. The topic will carry to the next Summer Senate meeting.

f. American Institutions – Government (deferred)

7. **AGENDA ITEMS FOR SENATE MEETING AUGUST 27, 2020** (Time Certain 11:00 a.m.)
   Announcements
   Consent Agenda
   Standing Committee 2020-2021
   New Business
   RES 202101 Extension of Temporary Suspension of the Online/Hybrid Instructor Certification Requirement
   RES 202102 Academic Standing Spring 2020
   RES 202103 Electronic RTP
   RES 202104 GWAR Testing – AY 2020/21
   Old Business
   Open Forum Items

8. **COMMENTS FROM THE FLOOR**
   None.

9. **ADJOURNMENT**
   A. Hegde adjourned the meeting at 11:45
California State University, Bakersfield  
Coronavirus Aid, Relief, and Economic Security (CARES) Act, Higher Education Emergency Relief Fund (HEERF)  
Source and Use of Funds

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Student Aid</th>
<th>Institution</th>
<th>Minority Inst</th>
<th>Total</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CARES Act HEERF - notification #1</td>
<td>6,794,471</td>
<td>6,794,471</td>
<td></td>
<td>13,588,942</td>
<td></td>
</tr>
<tr>
<td>CARES Act HEERF - notification #2</td>
<td></td>
<td></td>
<td>956,617</td>
<td>956,617</td>
<td></td>
</tr>
<tr>
<td><strong>Total Source of Funds</strong></td>
<td>6,794,471</td>
<td>6,794,471</td>
<td>956,617</td>
<td>14,545,559</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria for Use of Funds**
1) Student assistance  
2) Costs associated with significant changes to the delivery of instruction due to the coronavirus  
3) Retain current employees to the "maximum extent practical"

**Use of Funds**

1. **Student Assistance**

   **Student Aid**
   - Eligible Students - Emergency Financial Aid Grants: 6,794,471 2,239 6,796,710  
     - During Spring 2020 for all students.  
   - Eligible Students - Technology Grants: 270,000  
     - Purchases on behalf of students:  
       - Computers/Chromebooks: To Be Determined 0  
       - Internet/Hotspots: To Be Determined 0  
   - Reimbursement for student refunds:  
     - Student Housing: 659,000 659,000  
       - During Spring 2020.  
     - Student Dining: 264,000 264,000  
     - Student Parking: 306,000 306,000  
     - Student Course Fees: 42,000 42,000  

2. **Costs associated with significant changes to the delivery of instruction due to the coronavirus**

   - Recover extraordinary operating costs  
     - Unfunded extraordinary and COVID-19 related costs: To Be Determined 0  
     - Unfunded emergency pay for essential workers: To Be Determined 0  
   - Transition to virtual education  
     - Information technology - classroom and/or lab enhancements: 4,692,232 956,617 5,648,849  
       - Remaining balance.  
     - Training for faculty and staff: To Be Determined 0  

3. **Retain current employees to the "maximum extent practical"**

   - Retain core services  
     - Support campus dining services: 202,000 202,000  
     - Support campus parking/public safety services: 357,000 357,000  

**Total Use of Funds**  
6,794,471 6,794,471 956,617 14,545,559

**Surplus (Deficit) Funding**  
0 0 0 0
Aaron,

I’ve discovered (the hard way) that the Handbook contradicts the CBA.

304.7.3 Temporary Faculty with Six or More Years of Service
Temporary faculty employed during an academic year and having six or more years of consecutive service to the campus shall be offered a three-year appointment according to the following provisions:

a. The six-year eligibility period need not have been continuous as long as it was served in a single department;
b. The time base of appointment shall be consistent with 304.7.2 and paragraph three of 304.7.1;
c. The P&VPAA shall determine the type and extent of course offerings consistent with policies and procedures for the campus.

I bolded the error above.

The six years have to be consecutive, although one semester counts as a year.

Can the Senate take on this issue in the fall?

Thanks,
Bruce

Bruce D. Hartsell, LCSW
Interim Associate Vice-president for Faculty Affairs
California State University Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311
661 654-2154
Hi David:

I am in the middle doing the review for one of our temporary faculty that is in Group 1. I was trying to find the policy on how many SOCI's he is required to submit with his file. As I was reading I came across a sentence that might have an error. It is below. I think there is a word missing between “with” and “during” ...I am having a hard time understanding what that sentence means. Thanks so much for your help!

306.2.2 Criteria for Periodic Evaluation of Faculty
e. Temporary faculty in Groups 1, 3 or 4 shall submit SOCI's in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. Temporary faculty in Group 1 shall be reviewed during the Spring PEF cycle. Temporary faculty in Group 3 or 4 shall be reviewed yearly during the Spring RTP cycle. (Revised 06-06-17)

Isabel C. Sumaya, Ph.D.
Professor, Department of Psychology
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, Ca 93311
Ph: 661-654-2381  FAX: 661-654-6955
isumaya@csub.edu
rerc@csub.edu

Animal Colony Director
Research Ethics Review Coordinator (RERC), HSIRB & IACUC
MARC U*STAR Program Director
• B.A. and M.A. in Spanish – This self-study was due on 09/15/2018, with an extension to 01/15/2020. Personnel matters have prevented the self-study from being completed.
• B.S. in Environmental Resource Management – This self-study was due on 09/15/2019. An extension to 02/15/2020 was approved.
• B.A. in Communications – This self-study was originally due in 2015 and has received numerous extensions with the latest due date of 03/15/2020.
• B.S. in Mathematics – This self-study was due on 09/15/2019, with an extension to 03/02/2020.
• B.S. in Physics – This self-study was due on 09/15/2018. The program received an extension to 03/02/2020.
• B.A. in Political Science – This self-study was due on 09/15/2018. An extension to 10/01/2020 was approved.
• B.A. and M.A. in Anthropology – This self-study was originally due on 09/15/2018. An extension to 09/15/2020 was approved.
• B.A. in Religious Studies – This self-study was due on 09/15/2019. An extension to 09/15/2020 was approved.

Program Reviews Scheduled for AY 2020-2021

• B.A. in Liberal Studies – Program notified on 09/03/2019; progress report received 01/31/2020.
• B.S. in Chemistry – Program notified on 09/03/2019; progress report received 02/04/2020.
• B.S. in Biochemistry – Program notified on 09/03/2019; progress report received 02/04/2020.
• B.A. in Sociology – Program notified on 09/03/2019; progress report received 02/13/2020.
• General Education – Program notified on 09/03/2019; progress report received 03/02/2020.

Mid-Cycle Reports Scheduled for 2019-20

• Honors Program – Report received 03/16/2020.
• B.A. in Criminal Justice – Report due on 10/15/2019 (not received).
• B.A. and M.A. in English – Report due on 03/01/2020 (not received).

Workshop

• The UPRC held a program review workshop on October 25, 2019. Members of the UPRC presented on sections of the Program Review Template.
• In addition to UPRC members, representatives from the School of Arts and Humanities, the School of Business and Public Administration, Sociology, Mathematics, Chemistry & Biochemistry, and Liberal Studies were present.
• An online evaluation of the workshop was distributed to participants. Responses indicate that that participants found the workshop useful.

MOUAPs Completed

• Kinesiology – signed on 12/16/2019
Issues of Concern

- The UPRC continues to stress the importance of completing MOUAPs in a timely fashion. Only one MOUAP was completed in the Academic Year 2019-20.
- The Program Review Template and MOUAP Template need to be reviewed by the Academic Senate and reaffirmed if appropriate.
- As noted by the WSCUC visiting team, the failure of programs to complete their self-studies in a timely fashion needs to be addressed by the Academic Senate and the Administration. This needs to be a high priority in order to fulfill the expectations of our accrediting body, not to mention our responsibility to our stakeholders.
- Student learning outcomes assessment is a crucial component of a program Self-Study. The UPRC recommends that assessment workshops and trainings be regularly offered to faculty, and that assessment coordinators provide extra support to those programs scheduled for review.

Jacquelyn Ann K. Kegley  
CSU Outstanding Professor of Philosophy  
Director, Helen Hawk Honors Program  
CSU, Bakersfield  
9001 Stockdale Highway  
Bakersfield, California 93311-1022  
661-654-2249  
jkegley@csub.edu

“Freedom has always been an expensive thing.”- Martin Luther King
OPEN LETTER TO THE CSUB COMMUNITY

As our country and people around the world are decrying racism and bias, particularly on the part of law enforcement, we would like to assure all members of the campus community of the following:

1. We support free speech and the right of all who wish to make their voices heard to protest injustice.
2. We support our students and other members of the CSUB family and empathize with their deeply felt concerns related to social justice.
3. We are committed to make the campus as inclusive and welcoming as possible and want to hear the voices of our students and others on how that can be accomplished.

We are angry that violence and oppression against people of color, especially young black men, continue to be perpetuated in the name of law and order. These violations of basic human rights bring neither law nor order. Thoughts and prayers are not enough to effectuate change. Neither are platitudes that downplay the injustices and inequalities that permeate our society. As educators, we need to better inform our society about such injustices and inequalities and offer solutions to remove those that disproportionately and overwhelmingly suppress people of color, especially our black citizens. We need to empower our students with knowledge and understanding to enable them to change the world for the better.

To our students, we promise to be vocal in our efforts. We promise to give you tools to fight and change the system that benefits a few at the cost of the many. We will guide and support you to make the changes we have not yet been able to produce. We know there is work to be done and are optimistic that positive changes are possible.

To paraphrase Dr. Martin Luther King Jr., the ultimate measure of a people is not where they stand in moments of comfort and convenience, but where they stand at times of challenge and controversy. We stand with the people fighting oppression and inequality to change our society for the better.
San Diego State University Senate Resolution in Response to the Racial Violence Targeting Black People and Communities in the United States

Whereas: Protests are occurring across the United States after the death of George Floyd. Floyd was killed after a police officer in Minneapolis, Minnesota pinned him down by the neck. This event follows a number of incidents of racial violence targeting Black people, including the killing of Breonna Taylor in Kentucky by police in her own home, the vigilante killing of Ahmaud Arbery while jogging in a Brunswick, Georgia neighborhood, and the killing of Tony McDade by police in Tallahassee, Florida.

Whereas: The U.S. Justice System has been slow to respond and hold both responsible institutions and persons accountable for these acts.

Whereas: San Diego county is not immune to the mistreatment of Black people by members of the law enforcement community. In 2016, police in El Cajon, California shot and killed an unarmed Alfred Olongo. Olongo was a refugee from Uganda whose family had come to the U.S. to pursue a safer and better life. Moreover, recent news reports from La Mesa, California show the arrest of a Black man who was repeatedly pushed and manhandled by a police officer. The police officer has been put on leave.

Whereas: In response to these incidents of racial violence targeting Black people, President de la Torre released a statement noting: “Our hearts ache with sorrow and outrage as we witness, yet again, the ongoing disregard for human life and human dignity. The overt racism in our society only seems more harrowing because video recordings captured several more cases in which unarmed African-American men and women were killed while engaged in mundane, daily activities, even near and in the privacy of their homes.”

Whereas: The University Senate has a longstanding commitment to diversity, equity, and inclusion. Specifically, the Senate’s diversity statement indicates that SDSU’s academic and co-curricular programs should reflect all diverse communities and be attentive to: “Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning."

Whereas: SDSU has a long established and well-respected Criminal Justice bachelor’s degree program that is “designed to encourage thoughtful exploration of the ways that criminal justice systems provide “justice”, or fail to do so. The program also studies criminal justice from a social justice perspective, allowing for the examination of policy issues as diverse as genocide, [and] institutionalized racism...”

Whereas: To further enhance this program, there is a need to ensure that SDSU’s criminal justice graduates will enter careers in law enforcement or other justice system related careers prepared to engage Black communities in healthy ways while also holding colleagues accountable for the pervasive and normalized violence towards Black people. This resolution is designed to advance this aim.

Therefore, be it resolved that the SDSU University Senate condemns acts of hatred and violence towards Black people by law enforcement, and within the criminal justice system overall; and

Be it resolved that the SDSU University Senate condemns the police killings of George Floyd, Breonna Taylor, Alfred Olongo, Tony McDade; and
Be it resolved that the SDSU University Senate urge CSU Chancellor Timothy White, the CSU Chancellor’s Office, the Academic Senate of the CSU, President de la Torre, the SDSU Administration, appropriate Senate and campus committees, and all members of the campus community to support and, where authorized and appropriate, to enact the following:

- That SDSU’s School of Public Affairs establish a “Race-Relations in Criminal Justice” requirement for graduation. That all students earning a bachelor’s degree in Criminal Justice from SDSU be required to take this course as part of a graduation requirement or other general education requirement. This requirement can be met through two pathways:
  - Pathway 1: That the faculty in the School of Public Affairs identify or develop courses that can meet this requirement that have a specific focus on the dynamic between law enforcement and Black communities.
  - Pathway 2: That Ethnic Studies departments in collaboration with the School of Public Affairs convene their faculty to identify a set of Ethnic Studies courses that will also satisfy the “Race-Relations in Criminal Justice” requirement for Criminal Justice students; and further
    - That beginning in the 2021/2022 catalogue, that Africana Studies 380 - Blacks in the American Justice System be added to the list of approved courses which may satisfy the Ethnic Studies graduation requirement and that this course be demarcated as satisfying the “Race-Relations in Criminal Justice” requirement.

- That all SDSU students in other majors who plan to enter into the field of law enforcement be encouraged to complete the “Race-Relations in Criminal Justice” requirement.

- That beginning in the Fall of 2021 all entering SDSU students (first time first year, transfers, and graduate students) are required to participate in an interactive web-based tool to assess their own racial biases and provides students with training to address their own biases and issues of social justice and racial inequity.

- That no later than Fall of 2020, that the School of Public Affairs partners with SDSU World Campus, to offer a course on race relations and policing that can be made available, at low-cost or no-cost, to law enforcement and other agencies affiliated with the criminal justice system in San Diego and across the nation.

- That no later than Spring of 2021, that the School of Public Affairs partners with SDSU World Campus and others, to offer a certificate program on race relations in criminal justice to law enforcement and other agencies affiliated with the criminal justice system in San Diego and across the nation.

- That the SDSU administration immediately provide sufficient resources to Africana Studies in order to fulfill their tasks concerning pathways 1 and 2.

Co-Authors: Nola Butler Byrd, Vice Chair of the University Senate, Christian Holt - Associated Students President, Paul Kaplan - Professor and Coordinator of Program in Criminal Justice, Roddrick Colvin, Associate Professor of Public Administration, Radhika Seshan, Dean of SDSU World Campus, Josh Mays, Chief of Police, Adisa A. Alkebulan, Chair of Africana Studies, Sherry Ryan, Director of the School of Public Affairs, Mark Wheeler, Associate Dean for SDSU-Imperial Valley.
Hi all,

I received this just after our meeting ended yesterday. Since it is an email, it doesn't go well into dropbox so I'm sending it on to you.

Thanks for a great meeting!

-Phyllis

Phyllis R. Nelson, PhD
Professor, Electrical and Computer Engineering
Academic Senate Chair
California State Polytechnic University, Pomona

e-mail: prnelson at cpp dot edu
faculty office: 9-317
phone: (909) 869-2649
senate office: 98-P2-8
phone(909) 869-2195

Scientists discover the world that exists. Engineers create the world that never was. - Theodore von Kármán

---

**From:** Office of the President <president@cpp.edu>
**Sent:** Wednesday, July 1, 2020 10:35 AM
**To:** Faculty@unx.cpp.edu <Faculty@unx.cpp.edu>; Staff@unx.cpp.edu <Staff@unx.cpp.edu>; auxiliary_staff@unx.cpp.edu <auxiliary_staff@unx.cpp.edu>; Active Students <students@cpp.edu>
**Subject:** Our Commitment to Action

---

Dear Campus Community:

As a result of centuries of racial injustice and inequity, people of all races and backgrounds are occupying streets around the world in protest and organized resistance to dismantle systemic racism.

As an institution wholly grounded in our values of inclusivity and social responsibility,
we too must reflect on institutional racism and continue to ask ourselves honestly and intentionally, “What has Cal Poly Pomona done to identify and dismantle institutional racism?” “What actions will Cal Poly Pomona take to further identify and dismantle institutional racism?” And on a personal level to ask: “What can I do to dismantle systemic racism?”

In the past weeks, members of the Cal Poly Pomona community have reflected on these questions in several arenas – the Academic Senate, Associated Students, Inc., in the colleges, in divisional units, and among the president’s leadership team. This reflection has provided us opportunities to also recognize the sustained actions that have already been taken to create and support a diverse and inclusive community. It also confirms that much more needs to be done.

To be transparent and to hold ourselves accountable, we are developing a dedicated webpage to track, communicate and monitor past, present and future actions. We will announce the launch of the webpage in the next few weeks and encourage you to visit.

Below are several examples of those actions.

**What Has Cal Poly Pomona Done to Identify and Dismantle Systemic Racism?**

1. Created an Office of Inclusive Excellence & Diversity with the mission of cultivating a diverse, inclusive, welcoming and respectful campus community.

2. Developed “CPP Listens,” a bias-reporting tool available to students, faculty and staff to address issues and track patterns of racism and bias on campus.

3. Developed the Inclusive Excellence Council as a standing, representative body of faculty, staff and students to advise the campus on strategies to cultivate and enrich an inclusive and diverse campus community.

4. Incorporated Unconscious Bias Training into the campus' training schedule.

5. Launched a ‘Fearless Campus’ pilot program to train faculty on how to create supportive, accessible, inclusive and equitable classroom environments.

6. Hired an Executive Director of Student Inclusion & Belonging with responsibility for developing programs and initiatives that enhance students sense of inclusion and belonging.

7. Institutional sponsorship of an annual membership in the National Center for Faculty Development & Diversity, the benefits and resources of which are accessible to all CPP faculty.

8. Developed and earned a $28,000 grant from the CSU Chancellor’s Office to support faculty diversity efforts.

9. Launched the Campus Equity Dialogues series co-sponsored by Academic Affairs and Student Affairs to address persistent equity gaps in higher education.
10. Established the Male Success Initiative with the goal to improve college access, retention and graduation rates for male students of color.

11. Revising our institutional processes for receiving, managing and addressing complaints related to discrimination, misconduct and equity to increase accountability and transparency.

What Will Cal Poly Pomona Do to Combat Systemic Racism?

While CPP has taken actions to address systemic racism and increase representation of underserved communities, we recognize that there is always more to be accomplished. We must not be satisfied. Below are some of the further actions that we are committed to undertaking. We will provide an annual report of continued efforts.

1. Establish a community-based Police Engagement Team to partner with UPD on campus safety and engagement.

2. Conduct a campus-wide climate survey to assess matters of access, equity and inclusion across the campus. This survey will enable us to gather meaningful data necessary to enact impactful change in an effort to be diverse and inclusive.

3. Actively review and amend, as needed, campus policies and procedures for exclusionary practices.

4. Continue to identify and systematically eliminate barriers to student access and success.

5. Identify and systematically eliminate barriers to employment access and success.

6. Develop a campus wide Diversity Plan to increase the representation of underrepresented faculty, staff and students with outcomes-based metrics to track our progress.

7. Develop an Allyship Program to provide ongoing learning and training about actions one can take to actively combat racism and bias on campus.

8. Collaboratively develop a statement of Principles of Community for Cal Poly Pomona with input by students, faculty and staff to serve as an affirmation of the value of each member of the campus community and as a guide for our personal and collective behavior, part of which calls out racism as antithetical to our values and campus community.

9. Increase educational programming around race, racism, equity and inclusion.

10. In partnership between the Office of Inclusive Excellence & Diversity and the Center for the Advancement of Faculty Excellence, develop a Faculty Equity Advisory Board charged with developing an equity-minded faculty pedagogy professional development series.
11. Require colleges to identify and commit to concrete actions they will take to improve the diversity of their students, faculty and staff and create inclusive classrooms, practices and environments and hold the leadership accountable to those actions as part of annual performance assessments.

12. Require each division to identify and commit to concrete actions they will take to improve the diversity of their staff and create anti-racist practices and environments.

**What Can You Do Right Now to Combat Systemic Racism:**


3. Join the IE Summer Reading Book Club [https://Bit.ly/CPPsummerbook](https://Bit.ly/CPPsummerbook)


5. Become more politically active and aware of the issues while supporting and voting for candidates committed to the change you want to see.

Cal Poly Pomona is committed to the work of diversity, inclusion, equity and the elimination of systemic racism. We must have the courage and the commitment to live our values in everything that we do and a shared commitment to hold one another accountable.

Dr. Soraya M. Coley
President

Dr. Sylvia Alva
Provost & Vice President for Academic Affairs

Dr. Reginald Blaylock
Presidential Associate for Community & Campus Partnerships and Student Experience

Nicole Butts
Presidential Associate for Inclusive Excellence & Diversity

Dr. Christina Gonzalez
Vice President for Student Affairs

Nicole Hawkes
Chief of Staff

John McGuthry
Vice President & Chief Information Officer
Daniel Montplaisir
Vice President for University Advancement

This email is from the Office of the President and is being sent to all Cal Poly Pomona faculty, staff, auxiliary staff and students. www.cpp.edu [cpp.edu]
M E M O R A N D U M

DATE: May 22, 2020

TO: Dr. Aaron Hegde / Chair, Academic Senate

FROM: The University Program Review Committee
Dr. Jacquelyn Ann K. Kegley (Chair); Dr. Danielle Solano; Dr. Dan Zhou; Dr. Doreen Anderson-Facile; Dr. Karlo Lopez; Dr. Angel Vazquez-Ramos; Dr. Hager El Hadidi; Dr. Debra Jackson (ex-officio)

CC: Dr. Vernon Harper / Provost & Vice President for Academic Affairs

SUBJECT: Annual Report of the University Program Review Committee, AY 2019-2020

This memorandum summarizes the activities of the University Program Review Committee for the academic year 2019-2020. In addition to the activities listed below, the UPRC assisted significantly with the WSCUC accreditation visit by preparing a poster and meeting with the WSCUC evaluation team.

Program Reviews Completed

- B.S. in Computer Science – completed 09/10/2019
- B.A. in Psychology & M.S. in Counseling Psychology – completed 04/07/2020
- B.S. in Economics – completed 04/27/2020
- B.A. in Music – completed 05/19/2020

Program Reviews That Could Not Be Completed – Moved Forward to 2020-2021

- B.S. and M.S. in Biology – This self-study was submitted on 02/05/2020 and the external review, which was originally scheduled for 05/08/2020 was postponed due to COVID-19.
- B.A. Human Biological Sciences – This self-study was submitted on 02/05/2020 and the external review, which was originally scheduled for 05/08/2020 was postponed due to COVID-19.
- M.S. in Health Care Administration (HCA) – This self-study was due on 09/15/2018. An extension to 11/08/2019 was approved.