

Minutes

of the Academic Senate Meeting
February 15, 2023

- PRESENT: Aragon, Barding, Chase, Fallah Fini, Gad, Gekara, Givens, Guerrero, Hanink, Hussain, Kumar, Lloyd, Monemi, Moore, Myers, Nakhjiri, Nissenson, Pacleb, Quinn, Roy, Sharma, Shen, Small, Snyder, Urey, Valentine, Vallejo, Van, Von Glahn, Welke, Yoo
- PROXIES: Senator Gekara for Senator Davidov Pardo, Senator Urey for Senator Forward, Senator Welke for Senator Guthrie, Senator Barding for Senator Osborn
- GUESTS: J. Brown, J. Ceja, E. DeRosa, S. Donnelly, J. Hargis, D. Horner, T. Gomez, C. LaMunyon, S. Oldak, B. Quillian, T. Sekayan, F. Teves,

Chair Von Glahn welcomed the new College of Science Senator, Mohammad Husain

1. Academic Senate Minutes – [December 7, 2022](#)

The December 7, 2022 Academic Senate Meeting minutes are located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/02.15.23/academic_senate_minutes_12.07.22_posted.pdf.

M/s/p to approve the December 7, 2022 Academic Senate Meeting minutes.

2. Information Items
a. Chair's Report

Chair Von Glahn shared the Academic Senate [election timeline](#) for the 2023-24 academic year vacancies. The election timeline is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2022-23/senate-elections.pdf>.

Chair Von Glahn reminded senators that there will be two (2) meetings in April, April 5 and April 26, to ensure that the business of the Academic Senate can conclude for the academic year. There are three (3) working meetings left in the academic year. The May 10th Academic Senate meeting is mostly ceremonial with the seating of new senators, the election of the Executive Committee, and then the Emeritus Reception follows. The Emeritus Reception will be at the Manor House this year immediately following the May 10th Academic Senate Meeting.

b. President's Report

President Coley was at the Chancellor's Office, so no report was given.

c. Provost's Report

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/provosts_report_to_academic_senate_2023-02-15-v2.pdf.

Provost Brown acknowledged the shooting at Michigan State University, not just because it is her doctoral alumni institution, but because of the impact this type of violence has on each one of us

every day. The Provost added that what she has heard about the shooter is that there were mental health challenges, which is not an excuse for violence, but it is an important reminder that the campus needs to have the infrastructure to deal with mental health challenges and be aware of the needs of students, faculty, and staff.

Provost Brown stated that before the winter break, she and the President hosted a retreat with the Executive Committee to facilitate dialog on the themes, challenges, and questions conveyed in the fall campus conversation presentation from back in October 2022. In addition, she is continuing to advance discussions with various university stakeholders on the same topics and issues, including last week's Philanthropic Foundation Board Meeting. The President hosted a conversation with staff union leaders at the end of January to address matters relevant to staff and strengthening the campus's employee value proposition and staff engagement. The Provost added that a retreat for managers will be held in early March and will focus on some of the same discussions around employee value proposition. These conversations within the campus community are essential to shaping the future direction and priorities amid a changing higher education landscape.

The Provost met with campus deans, department chairs, and Academic Affairs leadership before the start of the spring semester and it was an engaging conversation addressing the role of Cal Poly Pomona within the CSU System, the CSU compact with the governor, and the connection between budget, enrollment, and retention. They also talked about the FuturePaths Initiative, a career and professional readiness model that prepares students for the future of work, and human and civic engagement. The first-day session was attended by chairs, associate deans, deans, and associate vice presidents (AVPs). The second day focused on investing in people and discussed how CPP can better support department chairs and faculty. Provost Brown commented that this continues to be a focus for her, not just supporting new faculty, but all faculty. The second-day session also included building alignment with the Provost Leadership Team, research faculty fellows, and calibrating budget expectations and priorities. The second day was attended by AVPs and deans, with associate deans joining the conversation for the second half of the day.

The Provost commented that, as she stated in the Fall Conference, her priorities continue to be enrollment, student success, increasing tenure density and staff, and increasing staff and faculty morale. She added that stabilizing leadership by hiring deans is a priority as well. Part of increasing faculty support is bringing increased stability to campus leadership as highlighted in the WSCUC accreditation visit and this will be a subject in the fall WSCUC visit.

Provost Brown shared the good news about the following incoming deans:

- Dr. Camille Su-Lin Johnson, Dean of the College of Letters, Arts, and Social Sciences
- Dr. Jenelle Pitt-Parker, Dean of the College of Education and Integrative Studies
- Dr. Sandeep Krishnamurthy, Dean of the College of Business Administration

The Provost added that although she is very excited about the new deans, she is very thankful for the people who filled those roles as interims, Dr. David Horner, Dr. Gilli-Elewy, and Dr. Preiser-Houy.

Provost Brown stated that there is more work to be done in filling leadership vacancies. She provided the following status on dean searches:

- College of Engineering
 - Finalists on campus March 14 – 24
- Collins College of Hospitality Management
 - Working diligently to start the search.
 - Tentative schedule to have finalists on campus April 12 – 19
- Don B. Huntley College of Agriculture
 - Working diligently to start the search.
 - Tentative schedule to have finalists on campus April 19 – 26

Dr. Laura Massa has been appointed to the Chancellor's Office to serve as the interim associate vice chancellor for academic programs, innovations, and faculty development. Her appointment is for one

year until the permanent replacement is named. Dr. Terri Gomez is serving as Administrator in Charge of Academic Programs until an interim Associate Vice President is named. Dr. Gomez is also temporarily serving as the Accreditation Liaison Officer preparing for the WSCUC Special Visit scheduled for October 25-27, 2023. The final report is due August 19, 2023. The draft report will be shared in April 2023, for campus feedback. The interim AVP will take over this task when appointed.

In terms of enrollment management, as of the last day to add classes in spring 2023, the headcount is 24,704 and FTES is 21,113. Based on the current enrollment projections, it is expected that the campus will hit 100% of the target headcount and enrollment goals. Provost Brown added that out of the 23 campuses, very few can make that statement. Cal Poly Pomona is one of only five campuses that is expected to meet or exceed its funded enrollment targets for the 2023-2024 academic year.

Fall 2023 admission decisions have started going out this month. The enrollment goals are 4,600 freshmen and 3,000 transfer students. This target is to help the system meet its commitment under the funding goals set by the state and as of February 13th, Cal Poly Pomona has admitted 30,924 freshmen and waitlisted over 1,500 students in high-demand programs. All transfer decisions should be out by the end of February. April 1 is the CSU deadline to finalize all undergraduate decisions to meet the May 1 National Intent deadline.

To help reach targets without overloading high-demand majors, there was a new program launched, CPP Choice. Cal Poly receives more undergraduate admission applications than the campus can accommodate and over 60% of undergraduate applications are for high-demand majors with limited capacity. Meanwhile, there are programs with the desire and room to grow but they do not have the applicant pool to meet their enrollment goals. To achieve the enrollment goal of 4,600 freshmen without exceeding program enrollment targets, the CPP Choice program was launched. CSU eligible first-time freshmen (FTF) that cannot be accommodated (due to space) in their first-choice major will be sent an email invitation on behalf of the college dean about similar majors with capacity. The email will invite CPP Choice applicants to consider changing their major to other programs with the capacity that meets their interests and/or career goals. The invitation will describe the program options in detail and highlights the career path and opportunities. The goal is for students to choose a program that aligns with their interests and career goals. Students who change their major will be automatically admitted into the new major. Admitting more students into programs with capacity will reduce the number of students that will need to be admitted into impacted programs to help meet CPP's overall FTF enrollment target. Over 9,500 freshmen applicants were eligible for CPP Choice. Due to the large number of eligible students, admission offers from CPP Choice are going out in waves. The first wave of 452 went out on Friday, February 10, 2023. Future waves will depend on how many students opt into a CPP Choice program to meet the freshmen enrollment goal of 4,600. Senior AVP Jessica Wagoner and her team are working closely with college deans and department chairs throughout this process. With this new process, the hope is to build an incoming class that meets CSU and CPP enrollment targets without overburdening the programs already at capacity.

Provost Brown stated that the Professional Leave Committee completed its review of sabbatical applications for the 2023-24 academic year. Based on the recommendations of the Professional Leave Committee, 36 semester sabbaticals and five (5) academic year sabbaticals have been awarded. According to the CBA, the campus is required to fund several sabbaticals equal to 12% of the number of faculty eligible for sabbatical, which is 25 sabbaticals for 2023-24.

Testing Services is now part of the Learning Resource Center (LRC). Enrollment Management Services supported Testing Services last fall until a more permanent solution was found. The LRC is now providing faculty-requested test proctoring services. Faculty must initiate the request by going to <https://www.cpp.edu/testing-services/index.shtml>. Once the LRC receives the request, it will coordinate, through CPP Connect, a date and time for the student to take their exam. The last day for spring 2023 proctored exams is May 23, 2023, from 9:00 a.m. to 12:00 p.m.

Question: It was stated that the number of responses from the first wave of CPP Choice invitations will indicate if the program continues, what number or sort of responses are you expecting?

Response: The Provost stated that AVP Wagoner was initially looking for interest in the program and there has been demonstrated interest. For example, students who applied for Computer Science have been choosing Physics as an alternative. CPP Choice is a way to make sure that faculty members are not being overtaxed. This allows the teaching load to be distributed in an intentional way. This is a pilot program, and the hope is that it does not have adverse impacts, meaning the hope is that it points students to majors that suit their interests and career goals.

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

NEW REFERRALS: (6)

- AP-006-223 Program Review for BS Communication
- AP-007-223 Apparel Merchandising and Management, B.S. – Textiles Option Name Change to Textile Technology and Sustainability Option
- FA-005-223 Request to Update the Academic Senate Policies for a Vote of Confidence in a Department Chair and a College Dean
- FA-006-223 Revision of Policy 1328 Regarding Diversity, Equity, and Inclusion (DEI) and Department RTP Committee
- GE-011-223 CHM 1210 – General Chemistry I (GE Sub-Area B1)
- GE-012-223 CHM 1210L – General Chemistry Laboratory I (GE Sub-Area B3)

SENATE REPORTS FORWARDED TO PRESIDENT: (2)

- AS-3018-223-AA Academic Calendar 2023-24
- AS-3017-223-AP Revised Charter for Science, Technology, and Society Major and Minor

PRESIDENT RESPONSES TO SENATE REPORTS: (0)

e. [ASCSU Report](#)

The ASCSU Report is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2022-23/02.15.23/ascsu-report20230215.pdf>.

Senator Urey presented the report.

Senator Urey mentioned that during the January Plenary, the ASCSU passed thirteen resolutions, which the following ten may be of interest to Cal Poly Pomona faculty:

- Adopting for its business the Atkinson Hyperlegible font (<https://brailleinstitute.org/freefont>) and urging other CSU parties to be deliberate in their choice of a font that is easily legible and culturally responsible.
- Affirming Support of the Native American Graves Protection And Repatriation Act (NAGPRA) and Compliance in the CSU.
- Declaring solidarity with Iranian University communities protesting violent repression in response to the “Woman, Life, Freedom” movement.
- Supporting changes to the California Education Code that would allow for more self-supporting, independent professional doctoral degrees.
- Supporting the Board of Trustees’ recommendation that applicants to the CSU complete a fourth year of quantitative reasoning.
- Strongly urging each campus senate in the CSU, where a presidential signature is required on resolutions or policies, to establish within its constitution or bylaws, a timely deadline not to exceed sixty days for presidential responses to curricular and academic policy-related resolutions and policies passed by the campus senate.
- Urging upgrades of ventilation systems on all campuses to MERV 13 or higher standards.
- Urging the CSU to implement a housing assistance program for faculty and staff.
- Urging the Office of the Chancellor (CO) to make preferred names and pronouns available to

- all people affiliated with the system.
- Urging meaningful campus visits by Cozen O'Connor to the CSU Fresno, San José State University, and Sonoma State University Campuses.

Senator Urey highlighted the resolutions that are important to her, the first being the recommendation to adopt the Atkinson Hyperlegible font. This font focuses on letterform distinction to increase character recognition. The font is free from the Braille Institute, and it can be made available on Canvas. Senator Urey also pointed out the resolution in support of changing the California Education Code that would allow for more self-support, independent professional doctoral degrees. She stated that currently students at Cal Poly Pomona can enter their preferred pronouns into BroncoDirect and there is a resolution urging the Chancellor's Office to make this function available to all people associated with the CSU System.

f. [Budget Report](#)

The Budget Report is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2022-23/02.15.23/budget-feb-23.pdf>.

The [Academic Affairs Meeting with the Budget Committee Presentation](https://www.cpp.edu/senate/documents/packets/2022-23/02.15.23/provost-presentation-to-academic-senate-budget-committee-2023-02-08.pdf) is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2022-23/02.15.23/provost-presentation-to-academic-senate-budget-committee-2023-02-08.pdf>.

The [Division of Academic Affairs Budget for 2023-23](https://www.cpp.edu/senate/documents/packets/2022-23/02.15.23/academic-affairs-2022-23-budget-2023-02-02.pdf) is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2022-23/02.15.23/academic-affairs-2022-23-budget-2023-02-02.pdf>.

Senator Lloyd reported that the committee had its first meeting with Provost Brown on February 8, 2023. During the meeting, Provost Brown provided a sense of where the campus budget fits in the larger scheme of the CSU System and discussed the new compact with Governor Newsom that seeks to increase CSU base funding by 5% per year through fiscal year 2026. Funding from the state always comes with expectations from lawmakers:

- Continuing progress on GI 2025
- Eliminating equity gaps in graduation rates
- Reducing time to graduation
- Supporting "workforce" preparedness

Senator Lloyd commented that enrollment and budget are correlated, especially since so much of the budget comes from student tuition. Making sure the enrollment targets are met is extremely important to CPP's budget, along with having sufficient faculty and classroom space.

The total Academic Affairs budget is \$155.5M and it is distributed as follows:

- Total base: \$121.7M
- Total one-time: \$12.9M
 - Total: \$134.6M (base + one-time)
- Student Success (designated base+ one-time): \$20.9M

Senator Lloyd encouraged everyone to review the documents provided by the Provost during their meeting.

M/s/p to postpone the time certain for the Academic Senate Reports until after the completion of the Information Items and the Consent Agenda.

g. [CFA Report](#)

The CFA report is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2022-23/02.15.23/cfa-report-feb-15-2023.pdf>.

Senator Urey emphasized that bargaining is starting up and encouraged all CFA members to take the bargaining [survey](https://www.surveymonkey.com/r/CFABargainingSurvey23) located at <https://www.surveymonkey.com/r/CFABargainingSurvey23>. The survey helps the bargaining team set the priorities. The bargaining team has met twice already to prepare for the campaign. The re-opener bargaining will start in May, which means that the union is not bargaining over an entire contract but is bargaining over five key contract articles: **Salary (31)**, **Workload (20)**, **Paid Leave (23)**, **Benefits (32)** and **Health & Safety (35)**.

h. [ASI Report](#)

There was no ASI Report presented.

i. [Staff Report](#)

The Staff Report is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2022-23/02.15.23/02.15.23-staff-report.pdf>.

Senator Valentine reported that it is Black History Month which is an annual celebration of achievements by African Americans and a time for recognizing their central role in U.S. history. The Golden Leaves Author Awards celebrates campus community members who have authored or edited a book. This year's ceremony will be held in April, so please tell all interested campus community members to complete a nomination form and email it to library@cpp.edu before Wednesday March 1 to be recognized. The Dining with Broncos program provides a space for alumni and students to connect over a meal and talk about career paths. This event is hosted by CPP alumni who are interested in mentoring students. For more information, go to <https://www.cpp.edu/alumni/events.shtml>.

j. [Safer Return Task Force](#)

The Safer Return Task Force presentation is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2022-23/safer-return-update.academic-senate.2.15.23.pdf>.

AVP Teves stated that there is a new format for the Safer Return Task Force presentation. It provides the same content with a corresponding narrative. Los Angeles and surrounding counties continue to have stable metrics and have avoided a winter surge. Los Angeles County is in the low transmission category for the fourth consecutive week. Campus cases mirror community cases and since the beginning of the spring semester there has only been one cluster outbreak.

President Biden announced that the Federal Public Health Emergency will expire on May 11, 2023 and Governor Newsom announced that the California COVID-19 Emergency Declaration will end on February 28, 2023. Los Angeles County has jurisdiction over the campus and LA County, as an epicenter of COVID, continues to have some of the strictest orders and no decisions have been made regarding the end to the emergency order. The university must adhere to the strictest order issued at the county, state, or federal level. Legislative reporting and notification requirements are currently in place at least through January 1, 2024 and Cal/OSHA COVID-19 regulations are currently in place through February 2025. This includes testing and notification reporting for close contact.

Safer Return will continue to offer Pop-Up Vaccination Clinics throughout the spring semester at the Welcome Center (SSB 121 – Room 1004) on Wednesdays from 11:00 a.m. to 2:00 p.m. The clinics will also offer flu vaccines.

As we are in the third year of the pandemic and the campus has “safely returned”, the university must consider a new framework that allows us to prepare and respond to emerging public health issues. The

pandemic has changed the public health landscape and even the outbreak of Monkeypox demonstrated the new framework. The university will continue to respond and develop a risk response plan that allows the campus to be proactive and respond to what is happening in the broader community.

3. Consent Agenda

Chair Von Glahn explained that a consent agenda groups materials of reports and/or items that are non-controversial into one agenda item. The consent agenda can be approved in one action, rather than filing motions on each item separately. Any senator can request any item from the consent agenda be removed for discussion. This consent agenda contains all first reading reports which means the motion is to receive and file all reports. This consent agenda contains all new cross-listed GE Area F courses.

M/s to receive and file the consent agenda.

a. [GE-003-223, COM 2238/EWS 2238 – Racialized Language, Power, and Identities \(GE Area F\) – FIRST READING](#)

The first reading report for GE-003-223, COM 2238/EWS 2238 – Racialized Language, Power, and Identities (GE Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge003223fr.pdf>.

b. [GE-004-223, ENG 2185/EWS 2185 – Realities and Representations of La Frontera/The Border \(GE Area F\) – FIRST READING](#)

The first reading report for GE-004-223, ENG 2185/EWS 2185 – Realities and Representations of La Frontera/The Border (GE Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge004223fr.pdf>.

c. [GE-005-223, HST 2015/EWS 2015 – The Great American Historical Paradox: African and American \(GE Area F\) – FIRST READING](#)

The first reading report for GE-005-223, HST 2015/EWS 2015 – The Great American Historical Paradox: African and American (GE Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge005223fr.pdf>.

d. [GE-006-223, LS 2200/EWS 2200 – Sound, Rhythm, and Race \(GE Area F\) – FIRST READING](#)

The first reading report for GE-006-223, LS 2200/EWS 2200 – Sound, Rhythm, and Race (GE Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge006223fr.pdf>.

e. [GE-007-223, LS 2230/EWS 2230 – Infinite Blackness \(GE Area F\) – FIRST READING](#)

The first reading report for GE-007-223, LS 2230/EWS 2230 – Infinite Blackness (GE Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge007223fr.pdf>.

f. [GE-008-223, SOC 3315/EWS 3315 – Asian American Sociology \(GE Area F\) – FIRST READING](#)

The first reading report for GE-008-223, SOC 3315/EWS 3315 – Asian American Sociology (GE Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge008223fr.pdf>.

g. [GE-009-223, PLS 3275/EWS 3275 – Asian American Politics \(GE Area F\) – FIRST READING](#)

The first reading report for GE-009-223, PLS 3275/EWS 3275 – Asian American Politics (GE Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge009223fr.pdf>.

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

a. AA-001-223, Lab Time Modules for Mondays and Wednesdays – **SECOND READING**

The second reading report for AA-001-223, Lab Time Modules for Mondays and Wednesdays, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa001223sr.pdf>.

Senator Vallejo presented the report.

M/s to adopt AA-001-223, Lab Time Modules for Mondays and Wednesdays.

RECOMMENDATION

The Academic Affairs Committee recommends adoption of the following new time modules:

Monday 9:00am-11:50am

Monday 1-3:50pm

Monday 4-6:50pm

Tuesday 9:00am-11:50am

Wednesday 9:00am-11:50am

Wednesday 1-3:50pm

Wednesday 4-6:50pm

Thursday 9:00am-11:50am

Friday 9:00am-11:50am

Friday 1-3:50pm

Friday 4-6:50pm

Monday & Wednesday 1-2:15pm

Monday & Wednesday 2:30-3:45pm

Monday & Wednesday 4-5:15pm

Monday & Wednesday 5:30-6:45pm

Monday & Friday 1-2:15pm

Monday & Friday 2:30-3:45pm

Monday & Friday 4-5:15pm

Monday & Friday 5:30-6:45pm

Wednesday & Friday 1-2:15pm

Wednesday & Friday 2:30-3:45pm

Wednesday & Friday 4-5:15pm

Wednesday & Friday 5:30-6:45pm

DISCUSSION

This proposal requests the addition of a one-unit lab time modules on Mondays and Wednesdays, and possibly Fridays. Currently, lab time modules on Tuesdays and Thursdays are different from the modules on Monday, Wednesday, and Friday. The Monday, Wednesday, and Friday lab time slots mostly do NOT match well with the standard lecture time slots.

There have been no comments received since the first reading and it was confirmed that the addition of the new time modules does not negatively impact Physics and Chemistry finals.

The motion to adopt AA-001-223, Lab Time Modules for Mondays and Wednesdays, passed unanimously.

b. [AA-003-223, Updates to the Retroactive Withdrawal Policy – SECOND READING](#)

The second reading report for AA-003-223, Updates to the Retroactive Withdrawal Policy, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa003223sr.pdf>.

Senator Vallejo presented the report.

M/s to adopt AA-003-223, Updates to the Retroactive Withdrawal Policy.

RECOMMENDATION

The Academic Affairs Committee recommends adopting the following proposed change to the Retroactive Withdrawal Policy (changes being added are in bold text).

The administrative grade of "WU" will be given for a course if a student discontinues attendance and participation without officially dropping the course or withdrawing from the university. It is the sole responsibility of the student to formally drop courses by filing the appropriate forms with the Registrar's Office in a timely manner. Retroactive Withdrawal will not be approved for students who did not withdraw from a course or courses because they did not report for the first meeting of a class and were not dropped.

Students may request to retroactively withdraw from courses for which they have received a failing grade (WU and/or F) if they have documented evidence of having serious and compelling reasons beyond their control. If the student receives any passing grades in the term, they are requesting a retroactive withdrawal, the student must provide an explanation for the circumstances that caused them hardship in only some but not all courses in that term. Courses approved for retroactive withdrawal will be changed to an administrative grade of "WX".

Students who wish to apply for retroactive withdrawal should apply for retroactive withdrawal within one calendar year from the last day of the term they unofficially withdrew from or failed their classes and provide a clear explanation of why they did not withdraw from the university by filing appropriate forms with the Registrar's Office during the term(s) in question.

A student does not have to be enrolled in the university at the time the application for retroactive withdrawal is submitted.

Petition forms are available from the [Office of Student Success website](#) and must be submitted by the fifteenth day of classes in order to be considered by the Retroactive Withdrawal Committee for the current semester. **For more information on the Withdrawal Policy, see the Grade Point System section of CPP's Grading System (Section 3.0 of Policy No. 1601).**

DISCUSSION

Senator Vallejo stated that no comments were received since the first reading.

The motion to adopt AA-003-223, Updates to the Retroactive Withdrawal Policy, passed unanimously.

c. [AA-004-223, Updates to the Withdrawal Policy – SECOND READING](#)

The second reading report for AA-004-223, Updates to the Withdrawal Policy, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa004223sr.pdf>.

Senator Vallejo presented the report.

M/s to adopt AA-004-223, Updates to the Withdrawal Policy.

RECOMMENDATION

The Academic Affairs Committee recommends the following updates to the Withdrawal section of Policy No. 1601:

V. Withdrawal (Units attempted are not included in GPA)

The “W” symbol is used for a student withdrawal from a course, with the approval of appropriate campus representatives, after the tenth day (second week) through the twentieth day (fourth week) of instruction. It carries no connotation of the student performance and is not used in calculating grade point average. A “W” will not be recorded for a class unless the student has officially withdrawn from the class.

Withdrawal from classes after the 20th day of instruction (fifth week) until the end of the twelfth week of instruction is permissible only for serious and compelling reasons. To withdraw from classes after the fifth week of instruction, students must submit a Request for Class Withdrawal for Serious and Compelling Reasons Form with the necessary approval signatures to the designated office. Poor academic performance, lack of attendance, and desire to avoid a low grade alone are not considered serious and compelling reasons for withdrawal.

After the twelfth week of instruction and before 11:59pm on the Friday of the fifteenth week of instruction, withdrawals will only be permitted when the cause of withdrawal is due to circumstances clearly beyond the student’s control, such as accident or serious illness, and when the assignment of an Incomplete Grade Agreement is not practicable. Documentation validating the students’ circumstances is required, particularly when requesting a W grade that does not count against the 18-unit withdrawal limit (WX). Withdrawals of this sort may involve total withdrawal from the campus or may involve only one course, except that course grade and credit or an Incomplete grade may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made.

Effective fall 2009, undergraduates are limited to 18 semester units of recorded course withdrawals, i.e., where students receive “W” grades for the classes. Course withdrawals prior to fall 2009 and withdrawals approved through the Retroactive Withdrawal process (Policy No. 1413) will not contribute to this limit. After the tenth day of instruction and before 11:59pm on the Friday of the fifteenth week of instruction, students whose reasons for withdrawing from classes are beyond their control may request that such class withdrawals not contribute toward the 18-semester unit limit. Approved requests for this exception will be indicated by the Dean’s signature and the lead authority in the Office of Student Success (or designee) on the Request for Class Withdrawal for Serious and Compelling Reasons Form.

DISCUSSION

Senator Vallejo stated that no further feedback was received since the first reading.

The motion to adopt AA-004-223, Updates to the Withdrawal Policy, passed unanimously.

d. [AA-006-223, HyFlex Instructional Mode Update – SECOND READING](#)

The second reading report for AA-006-223, HyFlex Instructional Mode Update, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa006223sr.pdf>.

Senator Vallejo presented the report.

M/s to adopt AA-006-223, HyFlex Instructional Mode Update.

RECOMMENDATION

The Academic Affairs Committee recommends adoption of the following updates to the definition of HyFlex to go into effect in Fall of 2023:

All course contact hours prescribed by the course classification and units are delivered in person, synchronously, and asynchronously. Instruction is provided in the classroom, and for each class meeting, students may choose to attend in-person, synchronously online, or asynchronously online. Faculty may require students to attend up to 25% of class meetings in person, plus the final exam held during finals week. The dates of required in-person meetings must be included in the schedule of classes before students register for the class. Dates may only be changed with documented consent of all students enrolled in the class.

DISCUSSION

Senator Vallejo commented that the committee has received positive feedback from colleagues. The committee discussed the dates that needed to be provided at the start of registration, so wording changes were made to ensure that instructors could not require students to attend a portion of every class section.

The motion to adopt AA-006-223, HyFlex Instructional Mode Update, passed unanimously.

e. [EP-002-212, Re-Evaluate Process for Selecting Staff Senator – SECOND READING](#)

The second reading report for EP-002-212, Re-Evaluate Process for Selecting Staff Senator, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ep002212sr.pdf>.

Senator Monemi presented the report.

M/s to adopt EP-002-212, Re-Evaluate Process for Selecting Staff Senator.

RECOMMENDATION

The Elections and Procedures Committee recommends to:

Adopt and implement the procedure described in Proposal 1, meaning “The staff representative shall be elected by staff electorate (those who are eligible to vote).”

The staff representative shall be made up of individuals from bargaining units 1, 2, 4, 5, 6, 7, 8, and 9. The individual representing unit 4 must be in a job classification other than SSPIII, SSPIV, SSP AR, or SSSP. To this end, all eligible staff can nominate themselves or other staff for the available senate seat by sending an email to senate@cpp.edu. For the nomination to get accepted, five other staff should send emails to senate supporting that nomination, and in addition, this nomination must have the approval of the staff member’s HEERA manager in consultation with the staff immediate supervisor as applicable.

1. The Elections and Procedures Committee will hold an election among all staff eligible to vote to elect a staff representative”.
2. To incentivize the staff to run for and serve as the staff senator, Academic Senate office can provide those who serve as staff senator with a letter of recognition and acknowledgement for serving on the Senate. Such letter can be added to the staff’s PAF (Personnel Action Files) and be used in their periodic evaluation.
3. According to this proposal, **Article III, Section 6 of the Constitution** should be changed as below:

“Voting membership shall be granted to a representative of the staff for a term of three years. The staff representative must be a full-time permanent employee. Any individual representing unit 4 must be in a job classification other than SSPIII, SSPIV, or SSP AR. The staff representative shall be elected by staff electorate. To this end, all eligible staff can nominate themselves or other staff for the available senate seat. For the nomination to get accepted, five other staff should also support that nomination, and in addition, this nomination must have the approval of the staff member’s HEERA manager in consultation with the staff’s immediate supervisor as applicable. The Elections and Procedures Committee will hold an election among all staff eligible to vote to elect a staff representative.”

DISCUSSION

The committee did not receive any feedback since the first reading. All previous feedback has been positive. The recommendation of the committee is to align the selection of the staff senator with the way that faculty senators are selected, through a vote of the constituency. The difference being that the staff member must have approval from their HEERA manager in consultation with their immediate supervisor.

The committee did make one additional change because of another Elections and Procedures Committee referral. Per EP-001-223, there is no job classification of SSSP. The proposed wording of the constitution has been changed to reflect this and EP-001-223 will be canceled.

The motion to adopt EP-002-212, Re-Evaluate Process for Selecting Staff Senator, passed unanimously.

Chair Von Glahn reminded the body that since this is a change to the constitution, a referendum vote is required. Per the constitution, An amendment is ratified by an affirmative vote of a majority of all those enfranchised by the Senate or by 60 percent of those voting, whichever is the smaller. The amendment shall then be forwarded to the President as a recommendation and shall become effective upon the approval of the President.

f. [AP-002-223, New Self-Support Accountancy Global Access Certificate – FIRST READING](#)

The first reading report for AP-002-223, New Self-Support Accountancy Global Access Certificate, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap002223fr.pdf>.

Senator Snyder presented the report.

M/s to receive and file AP-002-223, New Self-Support Accountancy Global Access Certificate.

RECOMMENDATION

The Academic Programs Committee recommends approval of the new Self-Support Accountancy Global Access Certificate.

DISCUSSION

This certificate program is an 18-credit certificate that would be completed within one year. The program aims to create learning opportunities for students and professionals with a business background to extend their accountancy knowledge and expand their career opportunities through this focused educational program. Program participants will also benefit from the program by getting prepared for admission to the graduate program in accountancy at CPP or other institutions. This program is designed for both domestic and international undergraduate students and for early to mid-career professionals.

The certificate program will be taught by faculty who will receive extra pay for their work. The program would be offered as a self-support program and the courses already exist and they would be taught at different locations, separate from the state funded program.

During the campus-wide consultation, no concerns were raised. All interactions with individuals involved with the program indicates that everyone understands that this is a separate program from any state-side program.

This program will serve a need for both the students wanting to get better prepared for careers in accounting and for students wanting to apply for accounting graduate programs. The employment of accountants is projected to grow from 2019 to 2029 by four percent. This growth is expected to be correlated to the growth of the economy. As the economy grows, more workers should be needed to prepare and examine financial records. This certificate program will be important in ensuring the workforce is ready for the increased demand in accounting.

g. [AP-003-223, Double Majoring Policy Update – FIRST READING](#)

The first reading report for AP-003-223, Double Majoring Policy Update, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap003223fr.pdf>.

Senator Snyder presented the report.

M/s to receive and file AP-003-223, Double Majoring Policy Update.

RECOMMENDATION

The Academic Programs Committee recommends updating Policy 1444 to increase double majoring units to 36 units above the primary major.

DISCUSSION

The current policy for double majors (Policy 1444, section 4; AS-2422-123-AP) states that “students may declare one major in addition to their primary major if all academic programs can be completed within 32 semester units above the number of units required for their primary major.” In accordance with California Code of Regulations Title 5 the secondary major (option) must be completed with unique coursework where double counting with the primary major (option) is limited. If policy 1444 is not amended with the increased number of units, many students would not be able to double-major. During the campus-wide consultation, no objection was raised. It seems that the proposed change in the policy is appropriate and has the support of the university community.

Senator Givens asked if there was a consideration given to exceeding the 36-unit requirement to provide a little cushion. Senator Snyder responded that that question was never brought up in consultation and stated that she will reach out to the Registrar’s Office prior to the second reading.

h. [AP-004-223, New Self Support Counterpart of the Master of Public Administration \(Fully Online Program\) – FIRST READING](#)

The first reading report for AP-004-223, New Self Support Counterpart of the Master of Public Administration (Fully Online Program), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap004223fr.pdf>.

Senator Snyder presented the report.

M/s to receive and file AP-004-223, New Self Support Counterpart of the Master of Public Administration (Fully Online Program).

RECOMMENDATION

The Academic Programs Committee sees the value in this program and recommends approval of the New Fully Online Self Support Counterpart of the Master of Public Administration.

DISCUSSION

This is a new self-support counterpart for the Master of Public Administration (MPA). This is a fully online program that is offered by the College of Letters, Arts, and Social Science, in collaboration with the College of Professional and Global Education (formerly CEU), proposes to offer an accelerated Master of Public Administration (MPA) to members of the first responders and correctional communities for career enrichment. In addition to full-time Cal Poly Pomona faculty as additional workload, several of the courses will be taught by leaders of these communities who will serve as coaches and mentors to those individuals who aspire to leadership positions.

The newly proposed self-support MPA program is not expected to supplant the state-supported offerings given the reasons below:

1. The self-support MPA program is expected to be offered in a distance modality using both asynchronous and synchronous (Zoom) classes.
2. Students enrolled in these self-support MPA programs are expected to start and complete this program as a cohort.
3. It is an accelerated program which will allow students to complete the program in three semesters.

The proponents of this program are confident that this program is sustainable based on the current and future high demand for this program. The program is designed for three semesters, with students taking courses during the summers and winter intersessions. The program is also cohort-based, so the electives would be chosen by the cohort with everyone being from similar fields (Cal Fire, Correctional Officers, etc.). In addition, because this program will be cohort-based, the students can work on group projects that will address real-time issues that they are facing in their careers. Even though this is a master's program that anyone could sign up, the program will be aimed at first responders and correctional officers. In response to supplantation concerns, this would be a completely online program (synchronous/ asynchronous modes of instruction) that will offer flexibility and meet the needs of working professionals.

- i. [AP-005-223, New Self-Support Master of Science in Digital Marketing – FIRST READING](#)

The first reading report for AP-005-223, New Self-Support Master of Science in Digital Marketing, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap005223fr.pdf>.

Senator Snyder presented the report.

M/s to receive and file AP-005-223, New Self-Support Master of Science in Digital Marketing.

RECOMMENDATION

The Academic Programs Committee sees the value in this program and recommends approval of the Self-Support MS in Digital Marketing.

DISCUSSION

The College of Professional and Global Education, in collaboration with the College of Business Administration, proposes to offer a Master of Science in Digital Marketing (MSDM) to students with a strong liberal arts or STEM background from a regionally accredited college or university. The 14 new courses, offered in Fall, Spring, and Summer sessions, are expected to be supported by existing Cal Poly Pomona faculty, teaching as additional workload. The new courses are currently being reviewed by the University Curriculum Committee (UCC).

The field of digital marketing is in high demand. Two other existing programs under the College of Business Administration, the Master of Science in Business Analytics (MSBA) program, which has a similar one-or two-year cohort system, and the Bachelor of Science in Business Administration with an emphasis in Digital Marketing, have both been successful. Students who complete this program will gain skills not only in marketing research, but also data science and research in both primary and secondary data. Graduates are expected to be uniquely qualified for work in positions in growing industries including data analytics, market research, and digital marketing. The newly proposed self-support MSDM program is not expected to supplant other state-supported offerings given the reasons below:

1. The MSDM has unique course offerings related to analytics.
2. Students enrolled in these self-support MSDM program are expected to start and complete this program as a cohort.

This program would break even at 15 enrolled students, and they currently have an interest list of 30. Additionally, a digital marketing component introduced in the BSBA several years ago has been very successful and there is currently high demand for social marketing courses. This indicates a high level of interest and a promising future for internal recruitment to the program. Fourteen new courses will be offered (50% in digital marketing and 50% in analytics) with two designated for community service. The program will feature internships and mentoring with the support of advisory board members. It will not require a thesis. No new faculty will be required. Current faculty will teach in this program as additional workload on top of their stateside commitments. The program is designed to take one or two years. Its STEM designation was sought mainly to aid international students whose visas allow them to work for two years after graduation if their degree is in STEM.

j. [AP-034-212. Establishing of a Required Graduation Course for all Graduate Students – FIRST READING](#)

The first reading report for AP-034-212, Establishing of a Required Graduation Course for all Graduate Students, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap034212fr.pdf>.

Senator Snyder presented the report.

M/s to receive and file AP-034-212, Establishing of a Required Graduation Course for all Graduate Students.

RECOMMENDATION

The Academic Programs Committee unanimously recommends approval of the establishment of a required graduation course for all graduate students.

DISCUSSION

This referral is to establish a required Graduation Course for all graduate students. The Library, the Registrar, and the Graduate Studies Office report significant delay times in graduate student's graduation mainly due to student's unfamiliarity with the graduation process. Even though the graduation process is well described online, and the University Library and Registrar's Office provide

several workshops, these efforts are insufficient as many students overlook the training and are unaware of these steps when they try to graduate. In addition, many times the faculty advisors do not tend to be knowledgeable of the details of each step in the process as they rely on staff in the responsible offices to get students through the process. Explaining these processes to each unprepared student creates an undue workload burden on various University offices.

This report proposes a required zero-unit online asynchronous graduation course that will help reduce students' gap knowledge on the University graduation policies. The class would be hosted in the University's LMS (currently Canvas), and its completion would be part of the student's requirements towards graduation. The class would be automatically graded with quizzes that can be taken multiple times without penalties and no GPA effect. There would be no financial cost for students to take this class. Also, the content would be available to them if they are an active student at CPP.

After receiving this referral, the Academic Programs Committee conducted campus-wide consultations. The Committee members reached out to all the graduate coordinators on campus and received a lot of feedback. Most of the feedback was positive with agreement that both students and faculty would benefit from this course. The Committee members, and most graduate coordinators, liked the flexibility of the asynchronous mode of instruction, and that each graduate program would have the option to implement the course as they see it best fits in their program.

Some programs were hesitant with requiring this course because each graduate program operates differently, so how does one course fit the needs of all programs. Dr. Salomón Oldak, Director of Graduate Studies, assured the committee that the course would provide general information about the different types of requirements in different programs. In addition, the course would be designed so graduate students would not need to complete the sections that are not relevant to their program.

The AP Committee members were concerned with the additional workload that will be placed on the Director of Graduate Studies who will be responsible for creating, managing, coordinating, and updating the course. Dr. Oldak informed the Committee that the course will be created by a committee with staff from the Registrar's Office, Library, and faculty members. Once the course is created, the content will be made available to graduate coordinators who can share the content with faculty so they can provide feedback prior to implementation. The Committee agreed that once the course is created and implemented, it will likely be a cost-reduction to the University as it will hopefully reduce the amount of time staff from the Library and Registrar's Office will need to spend helping students through the graduation process.

k. [FA-006-212, Review of Policy 1376: Sabbatical Leave Application – FIRST READING](#)

The first reading report for FA-006-212, Review of Policy 1376: Sabbatical Leave Application, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/fa006212fr.pdf>.

Senator Barding presented the report.

M/s to receive and file FA-006-212, Review of Policy 1376: Sabbatical Leave Application.

RECOMMENDATION

The FAC agreed unanimously to these changes and no negative feedback was received by the consulted resources. The FAC recommends adopting the changes to this policy to better align with the changes made to Policy 1375.

DISCUSSION

Senator Barding commented that sometime last academic year, the Academic Senate approved changes to Policy 1375, Sabbatical Leave Policy. Changes were made to Policy 1376: Sabbatical

Leave Application to align with the changes made in the sabbatical leave policy, including the removal of questions that are irrelevant to the application. The tables used by the Dean and Department Chair were also updated to remove the rating system and replace it with a “Yes” or “No” with a space for comments and rewording or removing questions in the tables that would require technical knowledge as a Dean or Department Chair may not be in the field of study of the applicant. During this time, the consultative process saw minimal response, almost all of them positive. One request by the AVPFA was to add the question “Date of Last Sabbatical” to the application to help inform the committee as to how the application should be ranked if found to be meritorious.

5. Discussion.

a. Instant and Equitable Access Presentation

The Instant and Equitable Access Presentation is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2022-23/equitable-access-briefing-2023-academic-senate-021523-updtd.pptx>.

Suzanne Donnelly, Director of the Bronco Bookstore, and Jared Ceja, Executive Director and Chief Executive Officer of the Enterprise Foundation went over the Instant and Equitable Access Presentation in detail.

Key points from the presentation were:

- Instant Access (IA) Program provides students with affordable access to digital course materials.
 - Launched in 2017-18 as a pilot with four courses per term.
 - In 2022-23, 2900 sections of content.
- The next evolution of IA is Equitable Access (EA), an emerging model for providing all course materials at a flat subscription cost.
 - UC Davis was the first university to launch EA in 2020
 - All enrolled students automatically receive access to all required materials for all classes on day one at a flat subscription charge.
 - Students can opt out of the whole program, but not individual courses.
 - Digital content provided first via Learning Management System (LMS) whenever possible.
 - Print copies provided when digital not available.
 - Goal to ensure low fixed costs for students acquiring course materials.
- Rationale for Equitable Access
 - The information delivery and consumption landscape has evolved, e.g., streaming services instead of DVDs.
 - Reduces confusion and logistics of gathering course materials.
 - What materials are required versus optional?
 - What is included, or not included, in a bundle?
 - Is the ebook the same as the print book?
 - Predictable course materials costs.
 - Students know exactly what they are going to spend on course materials.
 - Provides access to course materials on “day 1” and provides a level playing field.
 - The student who has more means can buy materials earlier, whereas a student dependent upon financial aid may not have the means to buy their materials until week 2 or 3.
 - All students start out with all the course material.
 - 30-35% of student report doing without at least one required course material last year due to cost or availability.
 - Faculty continue to have freedom to choose course materials.

- Growing interest in EA programs in California
 - UC Davis launched program in fall 2020, with a charge of \$199 for undergraduate student required materials per academic quarter.
 - Enough students participated, even with the pandemic, that they were able to re-evaluate their costs and reduced the per quarter cost to \$169.
 - San Diego State University launched EA program in fall 2022.
 - Different model than UC Davis. SDSU charges a flat fee per credit hour.
 - Cost is \$22 per credit hour but SDSU used HEERF funds to subsidize so students paid \$17.25 per credit hour.
 - Participation for fall semester was 71%.
 - Sonoma State and Cal State Northridge will be launching EA program in fall 2023.
- CPP Equitable Access Program: Fall 2023
 - Plan is to expand current IA program to comprehensive digital first program priced at \$250 per undergraduate student per semester.
 - 85% of content available in digital format which can be delivered via Canvas, with remaining 15% available in print.
 - If the price is over-estimated, all overages will be pushed into scholarships.
 - All or nothing program, students can opt out of the whole program, but not individual courses.
 - There is an automatic opt out if classes do not require course materials.
 - Charge posted prior to the start of the term.
 - The charge will refund on opt-out.
 - All materials displayed in one place on the website tool, with instructions for accessing content.
 - Opting out is just one-click.

The following concerns/questions were raised:

- There is a significant range of cost by major, will students in majors with low materials costs be subsidizing majors with higher costs?
 - Suzanne Donnelly responded that to a certain extent that is true, but the remedy is that students with lower course materials costs can opt out of the program. There will be transparency for students whether they should opt out or would benefit from the program.
 - Director Ceja stated that they will put out the pricing of materials so that students can make an educated decision.
- If a student does not opt out, but then decides it makes more sense to opt out, is there leeway for them to do so?
 - Suzanne Donnelly stated that students can change their mind within a reasonable amount of time. This is the same process that is currently used for the IA Program.
 - Jared Ceja added that communication is important to let students know what the EA program is and what their costs cover, and the deadline to opt out of the program.
- In some majors, students may need textbooks for multiple semesters or years, will students have access to the course materials for more than one semester or year?
 - This will vary by publisher and that will be a consideration in the negotiation process with publishers.
- The cost based on units might make more sense for working students, will that cost model be considered in the future?
 - It is probably something that will be looked at. The concern is that it might incentivize students to take fewer units and delay their graduation, but changes are not out of the question.

- In the past faculty have had to deal with students having various editions or forms, digital versus print, will faculty have access to the course materials?
 - Yes faculty will have access to all the defined course materials and as an added benefit, all students will have the same course materials, instead of rogue PDFs or older editions, etc.
- This program is not going to benefit all students, but it will benefit the majority of students.
- Can faculty provide input if they want print material versus digital material?
 - The cost model works best if there is more digital material, but in the case where print is preferable that will be considered in the negotiations.
 - Most publishers offer a print from digital upgrade.
 - UC Davis is seeing a print upgrade of less than 1%.
- If a book is only available in print, do the students get to keep the book?
 - CPP has not decided what their model will be yet. UC Davis allows students to keep the books, but SDSU is treating it as a rental model where students must turn in the book at the end of the semester.
- It is more eco-friendly to go digital. There is an environmental sustainability piece to this model.
- Will this model encourage faculty to recommend more expensive course materials?
 - The evidence from UC Davis does not indicate that, but that probably does happen in isolated cases.
- The bookstore is looking at if a student opts out of EA, but some of their courses are IA, is there an automatic way to apply that, but this is not something that has been figured out yet.
- Did you look at an opt in model instead of an opt out model?
 - Publishers do not want to negotiate with an opt in model. Plus, the financial aid piece works better with the opt out model.
- Why is UC Davis so much cheaper than CPP's proposed price?
 - UC Davis is still on the quarter system so the price is times 3 for the year, so in actuality CPP costs are lower.