Minutes

of the Academic Senate Meeting
April 5, 2023

PRESENT: Aragon, Barding, Chase, Davidov-Pardo, Fallah Fini, Gad, Gekara, Givens, Guerrero, Guthrie, Hanink, Hussain, Kumar, Lloyd, Monemi, Moore, Myers, Nakhjiri, Nissenson, Osborn, Pacleb, Quinn, Roy, Sharma, Shen, Small, Snyder, Urey, Valentine, Van, Von Glahn, Welke, Yoo

Proxies: Senator Givens for Senator Vallejo

ABSENT: Hudson

GUESTS: A. Baski, J. Brown, S. Coley, S. Dixon, K. Forward, J. Hargis, D. Horner, H. Hwang, L. Graham, C. LaMunyon, R. Navarro, S. Oldak, B. Quillian, K. Ramirez, L. Rotunni, J. Torres, V. Wilber

1. Academic Senate Meeting Minutes – February 15, 2023, and March 8, 2023

   The February 15, 2023 Academic Senate Meeting minutes are located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.05.23/academic_senate_minutes_02.15.23_posted.pdf.

   M/s to postpone the Academic Senate Meeting minutes from the March 8, 2023 meeting.

   The motion passed unanimously.

2. <u>Information Items</u>

   a. <u>Chair's Report</u>

   Chair Von Glahn went over Robert's Rules for debate. In a debate/discussion, each member has the right to speak twice on the same question on the same day but cannot make a second speech on the same question so long as any member who has not spoken on the question desires the floor. A member who has spoken twice, on a particular question on the same day has exhausted their right to debate that question for that day. To ensure that members have the opportunity to speak, each member will have a 3-minute speaking time limit. Senators are given priority for the speakers' list.

   Chair Von Glahn congratulated Frances Teves on her appointment to Interim Vice President for University Advancement.

   b. <u>President's Report</u>

   President Coley welcomed everyone back from spring break and stated that she hopes everyone is well and ready for the home stretch of the 2022-23 academic year. She recognized that this is also a significant time of year for many religious communities, and acknowledged those who are observing Ramadan this month and last, Passover, which starts this evening, and Easter this Sunday.

She stated that she has missed the last couple of meetings because in February, she was at the Chancellor's meeting with the Presidents, and in March, she was in Sacramento for the CSU Legislative Advocacy Day.

As the next steps in the Title IX/DHR system-wide assessment, President Coley shared more about our Campus Implementation Team and Cozen's reporting plans. Earlier this week, she sent to the Academic Senate a request for a representative to serve on the Title IX/DHR Campus Implementation Team (along with her chief of staff, Nicole Hawkes; the Title IX Coordinator/the DHR Administrator, Dawnita Franklin; one staff member; and one member of student leadership). Each member of each Campus Implementation Team will be expected to participate in two meetings -- on April 18 and April 28 -- with the Cozen O'Connor team, so that Implementation Team members can develop a deeper understanding of the framework of the assessment; the evidence base and process for reaching observations and recommendations; the goals that form the basis for the recommendations; and how to be best prepared to receive the upcoming report and successfully move forward. The role of the Senate representative and other members of the Implementation Team will be to help facilitate and support the implementation of this plan in a manner that is consistent with agreed-upon timelines, the goals of the assessment, and campus culture. The Implementation Team will also be expected to work with the Strategic Communications Department to develop a communications plan designed to keep the campus community apprised of the implementation process and status. The Cozen O'Connor team will report on its assessment as follows:

- In meetings with all CSU Campus Teams (April 18 and April 28, 2023) with a focus on themes, observations, and recommendations that are common to most campuses.
- Separately (on a campus-by-campus basis) on its observations, recommendations, and next steps for each campus.
- In an open session on May 24, 2023 Board of Trustees Meeting, at which time it will publicly release its written report.
- And in separate Meetings with Implementation Teams (June and July 2023) to discuss the implementation of systemwide recommendations, and to discuss their campus-level observations, recommendations, and next steps with respect to that campus.

President Coley explained that CPP is in a holding period as we wait for a final campus budget from the CSU by late July (assuming contract negotiations are completed by the mid-July BOT meeting); thereafter we hope to have the final CPP/divisional budgets in early Fall (late August to early September). She stated that she will get in touch with the Academic Senate Chair and Vice Chair over the summer once the funding is ascertained and there is an understanding of the campus budget. She added that there are several unknowns about the budget: we are unsure whether, as we did 3 years ago, the campus will need to supplement the systemwide pool with base campus funding. She reminded the body that three years ago the campus budget was reduced by $19 million, of which only $8 million was restored and used for contract agreements. Although Cal Poly Pomona expects to receive base funding for new enrollments, the campus will only receive one-time funding for any enrollment over the CSU system fixed target; moreover, the campus will not receive separate funding for fixed operating costs which continue to rise such as utilities and personnel benefits.

The President explained that we are no longer in the days where CPP or other campuses can go and ask the Chancellor's Office for additional funding (i.e., cannot go to the well,

because the well is dry). Increasingly, the Chancellor's Office looks to the campuses to fully fund or partially fund initiatives and agreements reached. This is due to the following:

- Systemwide decline in enrollments, especially with our Northern California campuses, which also results in budget deficits.
- There is a 10.4% projected decline in high school graduates across the United States from 2025-2037
  - There is a projected decline of 12.6% in California high school graduates from 2021 to 2032 and a 15.6% projected decrease in Southern CA over that same time period.
- This current year, the projected systemwide enrollment is 6% below the funded target, which reduces the amount of base funding available across the system; much of the campus's major costs require base or ongoing funding, and not one-time funding.

She added that thankfully, CPP is in a relatively good position regarding enrollments, but we must recognize that we are not immune to broader enrollment trends projected over the next several years. With the new deans joining us this Fall, along with the Provost and current deans, we will be working with the colleges as we seek to develop enrollment projections. President Coley stated that we will also be exploring new student populations and opportunities for sustained revenue generation through our Professional and Global Education unit.

At the March Board of Trustees meeting, the Mercer Group provided an overview of their Salary Study findings. Several things were made clear:

- In general, Tenure/Tenure Track Faculty salaries are not aligned with market salaries for a particular area or region.
- There is greater wage stagnation for senior professors who were hired earlier than more recent hires or those moving from Assistant to Associate since equity adjustments are made at the time of promotion.
- Among the LA Southern California campuses, Cal Poly Pomona and Cal State Northridge are below the market average.
- We will be looking in-depth at the data over the summer and following the CSU-union negotiated outcomes to attain greater clarity as to where these discrepancies are located. We anticipate that the discrepancy will be less with our hires in recent years, but we still want to get an understanding and ascertain the next steps.

President Coley commented that it is important that Cal Poly Pomona is prepared to take advantage of the new Transfer Success Pathway (TSP) program. The TSP program will guarantee future CSU admission to 2023 high school graduates and beyond who…

- are entering a California community college,
- enter into an agreement with a specific CSU in a specific program, and
- commit to transferring within three years.

The program allows impacted programs to specify supplementary criteria, such as GPA or major-specific GPA. The TSP program provides an opportunity to support future transfer students and provides CPP an opportunity to establish stronger relationships with students while enrolled at community colleges. It also supports the CSU in better predicting future transfer demand for specific CSU majors and campuses.

The following is some of the feedback on TSP received at the **Annual High School Leadership Summit**:

- Most of the attendees had not heard of TSP, which prompts some concern.
- Greater communication about the programs that would be open for TSP Students,

along with flexibility for major exploration while at the community college is needed.

There was also some feedback received at the **Annual Community College Leadership Summit**:
- There was awareness of the TSP Program at the Counselor / Advisor Level.
- There needs to be greater Cross System Workgroup Opportunities, along with Early Engagement with Cohort & Summer Residential Opportunities.
- Among the questions raised were: Will there be access to CPP facilities, ID Cards, Parking, and Programs for students to feel part of the campus community?

Cal Poly Pomona will need to craft multi-dimensional approaches to attracting and retaining students because of state legislation that now allows students to complete their GE at the community colleges, as well as their being able to offer unduplicated bachelors' degrees, and other CSUs across the State, actively recruiting Southern California students, along with the UC's announcement of partnering with many of the community colleges across the State. President Coley believes that Cal Poly Pomona's reputation is well respected, and that the campus has a differentiated polytechnic experience that we need to be more assertive about, and with greater clarity in communicating to prospective students and their parents the "why of CPP." Working with the colleges and programs and crafting differentiated communication and outreach/recruitment strategies will be a high priority in the coming year.

President Coley announced that Saturday, April 15 is the annual Open House, which has been renamed to "Bronco Bound." This is a critical event for the campus to achieve yield targets. She thanked all those who will be supporting the event.

In closing, President Coley thanked everyone for their efforts in representing and supporting the faculty.

c. Provost's Report

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.05.23/final-provosts_report_to_academic_senate_2023-04-051.pdf.

Provost Brown mentioned that the Spring Open House, renamed BroncoBound, is scheduled for Saturday, April 15, 2023. In addition, she stated that nominations for the *Provost's Awards for Excellence* will be accepted beginning April 10, 2023.

She gave a status on current Dean searches and stated that finalists for the Dean of the Collins College of Hospitality Management will be on campus May 2 through 5, and May 8 through 11, 2023. Finalists for the Dean of the Don B. Huntley College of Agriculture will be on campus May 3 and 4, and May 9 through 12, 2023. In addition, the recruitment for the permanent University Registrar will be launched this spring, and Enrollment Management and Services will work to have the Registrar in place by fall 2023.

Provost Brown communicated that during her year on campus, she condensed the Fall Conversation priorities into three (3) strategic areas that she presented to the cabinet. They are the following:
1. The CEO/Presidential priorities include enrollment and student success.
2. Investment in polytechnic, which is an investment in people.
3. Growing revenue streams.

The attention to CPP's polytechnic mission is related to investing in faculty and staff. Such as helping chairs with scheduling challenges, investing in curricular redesign, efforts to help reduce workload, and more. The Provost mentioned that she does try to get out to hear and learn more about the campus when time allows. She is hearing points of pride, but also hearing about the challenges. She stated that she takes the information, asks for the data where appropriate, and looks at the qualitative information to understand and gain more clarity on the concerns she hears or things that are pointed out to her. She stated that at the last senate meeting, she heard the concerns raised in the resolution, she is still looking into the issues but recognizes that the CBA is relevant in this conversation and will work with the CFA as appropriate. The Provost commented that she is working with the Provost's Leadership Team, Deans and Associate Vice Presidents, and talking with the Academic Senate Executive Committee in the spirit of curiosity, understanding, and shared governance. She has discussed items with her Vice President colleagues, especially regarding mental health counselors, to gain a better understanding of what is happening on campus. She continues to hear from faculty about the burnout and stress that is continuing after the pandemic. She added that the Provost's Leadership Team and herself are discussing how to work towards a better understanding of the non-bargaining items that affect instruction, service, research, and creative activity. She has also talked with the deans and AVPs about workload and is currently examining data to better understand what is happening on the campus. This work will continue throughout the semester and into the summer. The Provost stated that she wants the faculty to know that she hears them. She is looking forward to working together to develop solutions and as an administrator, there is a balance in making sure the university stays solvent but also remains vibrant.

Provost Brown shared that she has enjoyed her first year at Cal Poly Pomona and looks forward to representing the Division of Academic Affairs further.

d. Vice Chair's Report

NEW REFERRALS: (4)

AP-008-223 NEW Self-Support Computer Science Global Access Certificate
AP-009-223 NEW State-Support Master of Science in Statistics and Applied Mathematics with a Statistics Option and an Applied Mathematics Option
AP-010-223 NEW Minor in Sustainability Education
AP-011-223 NEW Minor in Global Humanities

SENATE REPORTS FORWARDED TO PRESIDENT: (7)

AS-3029-223-GE   PLS 3275/ EWS 3275 – Asian American Politics (GE Area F)
AS-3030-223-FA   Review of Policy 1376, Sabbatical Leave Application Form
AS-3031-223-AP   New Self-Support Accountancy Global Access Certificate
AS-3032-223-AP   Double Majoring Policy Update
AS-3033-223-AP   New Self-Support Counterpart of the Master of Public Administration
AS-3034-223-AP   New Self-Support Master of Science in Digital Marketing
AS-3035-223-AP   Establishment of a required Graduation Course for all Graduate Students

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/2022-23/04.05.23/ascsureport20230405.pdf.

Senator Urey reported that she did not send the report in time to be displayed in the meeting. She asked all in attendance to review the report sometime in the future.

f.   Budget Report

The Budget Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.05.23/budget-report-apr-2023.pdf.

The presentation on the Fiscal Year 2022/2023 IT&IP Division Budget Summary is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.05.23/2022-23-senate-budget-committee-report-final-1.pdf.

Senator Lloyd reported that the Budget Committee met with the IT Division Chief Information Officer, John McGuthry, and the IT Director of Budget and Planning, Cynthia Morgan on March 22, 2023. Senator Lloyd stated that he will provide an overview of the IT Division Budget but that a more complete report, Fiscal Year 2022/2023 IT&IP Division Budget Summary, is included with the written report.

The base budget of the IT Division is $15.5 million, which is a $1.2 million increase over 2021-2022, and a $600,000 increase over 2020-2021. The additional funding is being used for the following:
- Faculty laptop refresh (including pilot lecturer laptop program).
- Engineering IT shifted to IT Division, now all campus IT is being run out of the IT Division
- Student basic needs laptop program.
- Three new MPP positions and Senator Lloyd noted that CPP is competing with the private sector, so the market is tight:
  - PeopleSoft Director (market tight).
  - Director Of Compliance to bring the campus up to international security compliance standards required by insurance.
    - This position is needed to prevent hacking and ransomware. This person has real-world knowledge and expertise on how to secure complex systems and protect our privacy.
    - The university does have insurance in the case of our systems being compromised, but that insurance is dependent upon our systems being in compliance with complex international standards for security.
  - Associate Vice President for Advanced Computing.
- Hardware replacement: Network switches, servers (5-year replacement cycle), backup solutions,
  phone system upgrade.
- Maintenance of in-person and virtual computer labs (the latter requires additional Cloud space from Microsoft).

The committee talked about the role of AI, for example, ChatGPT, and what impact it will have on education and assessment. No one is quite sure how AI will impact education, but the implications will be profound.

g. CFA Report

The bargaining survey is ending this week, so please make your voice heard. On April 12, 2023, at noon, CFA Pomona is hosting a Students for Quality Education day, outside of the library.

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/2022-23/04.05.23/04.05.23-staff-report.pdf.

Senator Valentine reported that Blackboard is being decommissioned. Faculty and staff will lose access to Blackboard on Friday, June 2, 2023, at 4:00 p.m. She encouraged everyone to look through their courses and organizations to see if they need to retrieve their information, because after the contract ends, no one will be able to get data from Blackboard, including IT&IP.

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/2022-23/04.05.23/safer-return-update.academic-senate.4.5.23.pdf.

Interim VP Teves provided the Safer Return Task Force presentation but extends her regrets that she cannot be here in person due to travel.

k. Alternative Transportation Committee Report

The Alternative Transportation Committee Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.05.23/academic-senate-presentation-on-alt-transportation_04.05.23.pdf.

Senator Lloyd, who is also Co-Chair of the Alternative Transportation Committee (ATC), presented the report. Danny Wu, Executive Director of Campus Planning, Transportation, and Sustainability is the other Co-Chair of the Alternative Transportation Committee, but he could not attend the meeting. Senator Lloyd gave a shout-out to Senator Urey, who he says is the icon for alternative transportation on campus. He also gave a shout-out to Senator Vallejo who is on the committee and is a real voice for people with disabilities.

The committee was formed to come up with a master plan vision for a more pedestrian-oriented, bike-oriented, and transit-friendly campus. Senator Lloyd explained that there have been state-wide and national studies that have documented the burden that car ownership puts on students, especially low-income

students. Alternative transportation is essential for students' access to higher education. He noted that the campus's largest contributor to greenhouse gases is car transportation to and from campus.

One of the big victories for the ATC is the Class Pass Pilot in partnership with Foothill Transit, CPP, and ASI. This offers a free transit pass with unlimited rides on Foothill Transit local and Silver Streak buses to CPP students. Many of our transfer students come from Mount San Antonio College which also has the Class Pass Program, so students do not lose that benefit when they transfer. Currently, there are almost 4,000 active Class Pass TAP cards in use.

The Silver Streak bus is now stopping at CPP in the transit circle near the Student Services Building (SSB). The Silver Streak is a high-frequency bus that runs along the 10-freeway corridor between Montclair and downtown Los Angeles. Senator Lloyd went over some of the ridership data for the Silver Streak bus.

The ATC's third major project is the Bronco Mobility Hub in partnership with Foothill Transit. Foothill Transit is paying for a feasibility study for a mobility hub on campus where all the transit buses would come, the Bronco shuttles would come there, and there would be other mobility options as well. There will be campus outreach on this project probably sometime next year.

The committee is also involved in preparing a Transportation Demand Management (TDM) Plan. This plan tries to figure out how to provide access without building more parking structures. Parking structures are extremely expensive, and the expense would be passed on to the students, faculty, and staff by increasing parking fees. The goal is to encourage people not to drive and give them convenient alternatives to get to campus and look at redesigning the parking lots.

There are some active transportation initiatives. The City of Pomona was awarded an $11.3 million grant to construct a 3.5-mile San Jose Creek multi-use bikeway. Cal Poly Pomona has been awarded a $300,000 grant to prepare a campus wide Active Transportation Plan (ATP). Senator Lloyd reminded the body that in 2013 a student was killed as he rode his bicycle along Kellogg Drive. One of the goals of the ATC is to make sure biking on campus is safe, so more robust bike lanes are needed.

The 2023 *Town and Gown Bike Ride* is on Friday, April 21 from 10:00 a.m. until noon. Interested participants should meet by parking structure 1. There will be two rides this year, a shorter 5-mile route or a 10-mile route. The ride will stop at La Casa Primera in Pomona and then return via the protected bike paths on Valley Boulevard.

3.   Academic Senate Committee Reports – Time Certain 3:45 p.m.
     a.   AP-006-223, Program Review for BS Communication – **SECOND READING**

     The second reading report for AP-006-223, Program Review for BS Communication, is

located on the Academic Senate website at
https://academic.cpp.edu/senate/docs/ap006223sr.pdf.

Senate Snyder presented the report.

M/s to adopt AP-006-223, Program Review for BS Communication.

RECOMMENDATION
The Academic Programs Committee commends the Communication Department on their good work, both in the operation of their BS program and in the preparation of a thorough and thoughtful review that highlight issues of critical importance to both the department, the College, and the campus.

DISCUSSION

This report documents the Program Review for the BS in Communication. Both the external and internal reviews were very positive. Suggestions were standard ones as seen in most program reviews, such as hiring more tenure track faculty, faculty workload concerns, etc.

The committee has received no comments since the first reading.

The motion to adopt AP-006-223, Program Review for BS Communication, passed unanimously.

b.   AP-007-223, Apparel Merchandising and Management, B.S. – Textiles Option Name Change to Textile Technology and Sustainability Option – **SECOND READING**

The second reading of AP-007-223, Apparel Merchandising and Management. B.S. – Textiles Option Name Change to Textile Technology and Sustainability, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap007223sr.pdf.

Senate Snyder presented the report.

M/s to adopt AP-007-223, Apparel Merchandising and Management. B.S. – Textiles Option Name Change to Textile Technology and Sustainability.

RECOMMENDATION

The Academic Programs Committee recommends the proposed name change of Apparel Merchandising and Management, B.S. – Textiles Option to Apparel Merchandising and Management, B.S. – Textile Technology and Sustainability Option.

DISCUSSION

The referral suggests a change in the title of an option under the B.S. program in Apparel Merchandising and Management. The current title is "Textiles Option," and the program requests a name change to the "Textile Technology and Sustainability" option that better captures the offered courses and the program's objectives. The name change better fits the courses in the program and the program objectives.

The motion to adopt AP-007-223, Apparel Merchandising and Management. B.S. – Textiles Option Name Change to Textile Technology and Sustainability, passed unanimously.

c.   AP-031-212, Program Review for MS Engineering Management – **SECOND READING**

The second reading report of AP-031-212, Program Review for MS Engineering Management, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap031212sr.pdf.

Senate Snyder presented the report.

M/s to adopt AP-031-212, Program Review for MS Engineering Management.

RECOMMENDATION

The Academic Programs Committee commends the Department of Industrial and Manufacturing Engineering on their good work in the MS Engineering Management program and for the preparation of a thorough and thoughtful review and plan of action in response to their own self-reflection and external recommendations.

DISCUSSION

This is the Program Review for the MS in Engineering Management. This is the program's first review since its inception in 2005. The external reviewers commended the program for meeting industry needs, managing the transition to semesters without disruption to student progress, and creating and staffing its own core business courses that were previously taught by CBA faculty.

The external reviewers suggested some improvements to the program. These include structures for continual program quality assessment, program improvement, and documentation of this process and its data and providing a formal process for measuring and improving student success. The department came up with long- and short-term goals based on the feedback and the Dean concurs with the plan.

The motion to adopt AP-031-212, Program Review for MS Engineering Management, passed unanimously.

d.   GE-010-223, HST 4406 – History of Women, Gender, and Sexuality in the United States (GE Interdisciplinary Synthesis C3 & D4) – **SECOND READING**

The second reading report for GE-010-223, HST 4406 – History of Women, Gender, and Sexuality in the United States (GE Interdisciplinary Synthesis C3 & D4), is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ge010223sr.pdf.

Senator Aragon presented the report.

M/s to adopt GE-010-223, History of Women, Gender, and Sexuality in the United States (GE Interdisciplinary Synthesis C3 & D4).

RECOMMENDATION

The General Education Committee unanimously recommends approval of HST 4406 – History of Women, Gender, & Sexuality in the United States (GE Interdisciplinary Synthesis C3 & D4).

DISCUSSION

The History Department is modifying the name of HST 4406 from "Women in the United States" to "History of Women, Gender, & Sexuality in the United States" to better fit new language employed within the discipline. The History Department has also made slight modifications to the course description to reflect the updated language common within the discipline. The changes made do not affect the course's ability to meet the C3 and D4 requirements.

During consultation the committee did get some feedback questioning how sexuality plays a role throughout the course. The ECO was updated to better reflect how the course is already being taught in ways that have sexuality integrated throughout the course.

The motion to adopt GE-010-223, History of Women, Gender, and Sexuality in the United States (GE Interdisciplinary Synthesis C3 & D4), passed unanimously.

e. GE-011-223, CHM 1210 – General Chemistry I (GE Sub-area B1) – **SECOND READING**

The second reading report for GE-011-223, CHM 1210 – General Chemistry I (GE Sub-area B1), is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ge011223sr.pdf.

f. GE-012-223, CHM 1210L – General Chemistry Laboratory I (GE Sub-area B3) – **SECOND READING**

The second reading report for GE-012-223, CHM 1210L – General Chemistry Laboratory I (GE Sub-area B3), is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ge012223sr.pdf.

Senator Aragon presented the reports.

M/s to adopt GE-011-223, CHM 1210 – General Chemistry I (GE Sub-area B1) and GE-012-223, CHM 1210L – General Chemistry Laboratory I (GE Sub-area B3).

RECOMMENDATION

The General Education Committee unanimously recommends approval of CHM 1210 – General Chemistry I (GE Sub-area B1) and CHM 1210L – General Chemistry Laboratory I (GE Sub-area B3).

DISCUSSION

The Chemistry and Biochemistry Department is requesting to add MAT 1070 to a list of options to satisfy pre-requisite requirements for CHM 1210 and the corresponding lab,

CHM 1210L. MAT 1070 covers similar content as MAT 1050 and MAT 1060, both of which are included as pre-requisites in the current list of options. MAT 1070 is specially designed for science and engineering majors.

The motion to adopt GE-011-223, CHM 1210 – General Chemistry I (GE Sub-area B1) and GE-012-223, CHM 1210L – General Chemistry Laboratory I (GE Sub-area B3), passed unanimously.

g.   GE-002-223, New GE Student Learning Outcomes – **FIRST READING**

The first reading report for GE-002-223, New GE Student Learning Outcomes, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ge002223fr.pdf.

Senator Aragon presented the report.

M/s to receive and file GE-002-223, New GE Student Learning Outcomes.

RECOMMENDATION

The GE Committee unanimously recommends adoption of the seven revised GE-SLOs through approval of GE-002-223 New GE Student Learning Outcomes.

DISCUSSION

This referral requests the formal adoption of revised and updated GE Student Learning Outcomes (GE- SLOs), replacing the current GE-SLOs. The referral recommends revising the current fourteen GE-SLOs be reduced to seven categories.

This referral comes out of a multi-year process to revitalize GE as part of CPP's Strategic Plan 2017-2025. In 2019, CPP developed and adopted the General Education Meaning and Purpose Statement (GEMPS), now included in the General Education section of the CPP Catalog.   After adopting GEMPS, the next step in acting to revitalize the GE program was to revise the GE-SLOs to better reflect the ideas captured in GEMPS, better communicate the meaning and purpose of GE to students, and better align the GE Program with the academic master plan.
This referral also addresses some of the WSCUC recommendations prior to the WSCUC campus visit in fall 2023. In particular, the revised GE-SLOs demonstrate progress on meeting two recommendations:
- Develop a structure to establish relationships among program learning outcomes, general education learning outcomes, and institutional learning outcomes.
- Articulate how assessment results from programs, general education, and student affairs provide evidence of meeting institutional learning outcomes. These assessment efforts and results should be combined with institutional data to explicitly understand the relationship between student learning and student success.

The changes will also help pave the way for the GE changes introduced by AB 928.

h.   AA-005-223, Creation of a Credit for Prior Learning (CPL) Policy – **FIRST READING**

The first reading report for AA-005-223, Creation of a Credit for Prior Learning (CPL)

Policy, is located on the Academic Senate website at
https://academic.cpp.edu/senate/docs/aa005223fr.pdf.

Senator Givens presented the report.

M/s to receive and file AA-005-223, Creation of a Credit for Prior Learning (CPL) Policy.

RECOMMENDATION

The Academic Affairs committee recommends the CPL Referral Draft that has been edited to address most faculty concerns, consultations, and the committee's discussions since early October.

The committee shares faculty concerns about implied and potential workload increases, but they see the value in having a policy to help ensure we comply with AB 1002 and to provide an initial framework for departments to create clear criteria, including identifying courses that are eligible as well as those that cannot be challenged based on pedagogical, accreditation, or other compelling reasons. Given that there is no mandated minimum number of courses that a department must offer, and that departments will be able to manage some of the workload by designating which courses are not eligible for CPL credit, the committee feels this is a reasonable policy to begin with in order to be in compliance with the law.

<p align="center">CPP Credit for Prior Learning Policy
Proposal</p>

In instances where students have obtained knowledge from non-academic or informal educational experiences equivalent to coursework or subject matter offered at this university, students may receive course, general education area, or elective unit credit through Credit for Prior Learning. Credit for Prior Learning permits students to obtain University credit for subject matter in which they are especially qualified through non-traditional education or experience.

Students must not have previously received credit for any course containing similar or advanced material from the same subject matter field or in which the student is currently enrolled. Credit for Prior Learning shall not be permitted as a means of earning a higher grade in a course. Once a student has enrolled in and earned a grade (passing or failing) in a course, the only way to earn a higher grade is to repeat the course and pay normal course unit fees.

Except for International Baccalaureate and Advanced Placement Tests, a student may not receive credit through challenge examination, standardized examinations, or experience, for more than 25% of their degree requirements (i.e. 30 semester units for a degree program requiring 120 semester units). Students will still be expected to meet campus residence requirements (see university catalog for current policies).

Cal Poly Pomona discipline faculty are responsible for assessing and determining credit for individual courses awarded for prior learning as long as it does not conflict with accreditation body requirements. General education area credit and University level requirements are awarded by the Office of Academic Programs in accordance with University practice.

Basic criteria developed by discipline faculty to determine student eligibility must be satisfied prior to moving forward with a request for credit by exam or credit acquired through experience. The basic criteria and a list of classes that may or may not be challenged will be published in the University catalog, department, and available in the Registrar's Office.

1. Academic Credit for Examinations and Other Assessments

In instances where students have obtained knowledge from nonacademic or informal educational experiences equivalent to coursework offered at Cal Poly Pomona, it is possible to receive course credit through examination and other types of assessments (i.e. portfolios and interviews). Students may initiate a request to receive credit for prior learning by providing justification that departments will evaluate to determine their eligibility for the challenge exam. Each department should provide guidance as to the types of justification that may be considered.

A. Campus Course Challenge Exams

Departments may develop and provide challenge exams for major and elective courses. Courses meeting university requirements and general education requirements are not available for challenge exams (i.e., departments cannot offer challenge exams for courses outside their department); however, students may be able to provide evidence of prior learning for assessment of these courses (see section 1C). Courses available for challenge shall be identified in the catalog, department, and available in the Office of the Registrar.

Students may challenge courses by taking examinations developed at Cal Poly Pomona to earn credit toward the degree. Challenge exams will be made available upon student request for students who meet the basic eligibility criteria, as determined by discipline faculty. Credit shall be awarded to those who pass them successfully. A course may be challenged only once.

The challenge exam permits students to obtain credit for subject matter in which they are especially qualified through nontraditional education or experience. Students are not permitted to obtain credit by examination unless all the prerequisites for the course as specified in the Cal Poly Pomona catalog have been satisfied. Credit by examination will not be allowed for a course that is prerequisite of a course which the student has already completed or in which the student is currently enrolled.

No student, including resident, out of state, or foreign, shall be permitted by an instructor to sit in a class without enrolling either for audit or credit, and paying appropriate fees. Challenge exam credit will not be given for any course that has been audited. Units of credit received through this procedure may not apply toward the residence requirement for any of the degrees or credentials offered by Cal Poly Pomona.

The content of the examination shall demonstrate achievement of the learning outcomes of the course. The examination may include written, oral, or skills tests, or a combination of all three types and will be sufficiently comprehensive to determine that the student has essentially the same knowledge and skills as those students who successfully complete the course are required to possess. Challenge examination credit is entered on the student's permanent record. For courses in the student's major, the credit is a letter

grade. Other challenge exam credit is awarded on a CR/NC basis.

Detailed instructions for applying for credit by examination may be obtained from the Registrar's Office.

B. Standardized Examinations

Students may earn credit toward the degree and/or toward the determination of admission eligibility based on the following standardized examinations:
- Advanced Placement (AP) Tests
- International Baccalaureate (IB)
- College Level Entrance Program (CLEP)

The California State University (CSU) has published the CSU Systemwide Credit for External Examinations list to provide CSU campuses with guidance on how to determine, when appropriate, passing scores, minimum credits toward admission eligibility, minimum credits toward the degree, and certification area for transfer students seeking general education (GE) certification before matriculation. This information is also available on Cal State Apply for prospective applicants to review.

As noted in the CSU Credit for Prior Learning Policy, Cal Poly Pomona will determine how external examinations will apply towards the degree program and if a student is not GE certified, the university will also identify how to apply exam credit towards local degree requirements. Please refer to Cal Poly Pomona's University Catalog section Credit for Non-Traditional College Level Work for more information.

C. Credit Acquired through Experience

Students may earn academic credit through learning, knowledge, or skills acquired through experience. Credit for experience shall not be used in determining eligibility for admission, unless it was previously transcribed on the student's academic record, nor may it apply toward the residence requirement for any of the degrees or credentials offered by the university.

Learning, knowledge, or skills acquired through experience *shall be verified through a variety of assessment methodologies, including written examinations, portfolios, personal interviews, demonstrations, and/or other means of documentation. Assessments shall be created and evaluated in accordance with academic standards by faculty and/or subject matter experts. Supporting information may be supplied by a field supervisor and/or employer.* Students earning credit for experience shall demonstrate they essentially have the same knowledge and skills as those attained by students who successfully complete the course or general education area.

Before academic credit earned for experiential learning becomes a part of the student's academic record, the student shall complete 15 units in residence at Cal Poly Pomona. Graduate students shall complete 3 semester units in residence.

2. Credit Acquired through Workforce and Industry Learning

Students may *earn academic credit based on recommendations provided by discipline appropriate evaluating organization, for example, the National College Credit Recommendation Service (NCCRS) and the American Council on Education (ACE). Examples of industry-recognized credentials that are listed in the ACE National Guide include SHRM (Society of Human Resource Management), IBM Corporation, Google IT, and Fire and Rescue Training.*

A. Types of Approved Instruction

Students shall be granted credit toward the degree for the following types of learning acquired outside of traditional higher education:

1. *Completion of learning acquired outside traditional higher education, such as recommended by American Council on Education's National Guide.*
2. *Successful completion of other learning outside of traditional higher education that utilizes prior learning assessment methods such as portfolio assessment, attempted independently or as part of a course.*

B. Application of Credit:

1. *Campuses shall accept and award course credit as recommended by ACE National Guide to College Credit for Workforce Training, as appropriate for a student's academic objectives.*
2. *Credit shall be awarded for a specific university course or a specific category of university degree credit*

3. Credit for Education, Training and Service provided by the Armed Forces of the United States

Cal Poly Pomona is required by federal law (38 CFR § 21.4253 (d)(3)) to evaluate prior learning to remain in compliance with the G.I. Bill® program, provide credit where appropriate, and shorten the time to academic objective accordingly. For students with Joint Services Transcripts (JST), credit shall be awarded based on the American Council on Education (ACE) credit recommendations for military courses and other military experiences (i.e., military occupations). When an ACE recommendation cannot be articulated to a specific course or General Education Area, then elective unit credit may be awarded at the upper- or lower- division level, as recommended by ACE, only when required by student's degree program. ACE credit recommendations for military courses and occupations are published on the ACE Military Guide here:
https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Guide-Online.aspx

A. Basic Military Training (Boot Camp)

Completion of basic military training (boot camp) shall be used to satisfy Area E of the General Education requirements.

B. Defense Language Proficiency Test (DLPT)

Utilizing the ACE recommendations, three lower-division semester hours for language shall equate to three semester units in General Education Subarea C2.[ii] To assign course credit using the DLPT, refer to the ACE National Guide recommendations: https://www.acenet.edu/national-guide/Pages/default.aspx

Acceptable documentation for awarding DLPT General Education or course credit includes:

- *Official Defense Language Institute Foreign Language (DLIFLC) Transcripts*
- *Official Joint Services Transcripts (JST)*
- *Defense Manpower Data Center (DMDC) DLPT Examinee Results*
- *DA Form 330 Language Proficiency Questionnaire*

4. Acceptance and Application of Credit for Prior Learning from Other Institutions

California Community College students transferring to Cal Poly Pomona with Credit for Prior Learning which has been assessed, awarded, and transcribed by the California Community Colleges shall be awarded Cal Poly Pomona course, General Education area, or elective credit, per the articulation agreements published on ASSIST (www.assist.org).

For students who enter with an Associate Degree for Transfer (ADT), full or partial certification in CSU General Education Breadth, and consistent with CSU policy on transfer, transcribed credit awarded for **learning acquired outside of traditional higher education** shall be accepted for articulation and transfer, including credits for CSU-GE breadth and CSU-IGETC based on current system-wide articulation guidance.

5. Prior Learning Assessment Grading

- Grading shall be according to the *CSU Grading, Repetition of Courses, Academic Renewal, and Appeals Policy* and per course grading description in the University catalog.
- Students shall be offered a "Credit/No Credit" option, if that option is ordinarily available for the course.

6. Transcription of Credit for Prior Learning

The student's academic record [official transcript] shall identify the specific course or category of degree requirement for which the student has received credit for demonstrated learning, knowledge, or skills acquired through experience.

7. Credit for Prior Learning Appeals

Students shall be allowed to appeal decisions regarding credit for demonstrated learning, knowledge, or skills acquired through experience through [Cal Poly Pomona's] existing campus grade appeal procedures.

8. Credit for Prior Learning Fees

A $5 fee per unit is charged for each challenge examination ($25 maximum). In addition, resident students who are paying less than full time should be alerted that they will be charged the difference if they pass the examination and grades are posted. Non-resident students who pass and have a grade posted are expected to pay for the non-resident units.

APPENDIX A

Cal Poly Pomona
Recognized Military Transfer Credit

Institution	Course-to-Course	GE Area	Total
[American Council on Education (ACE)]:			
Joint Services Transcript (JST)	16	20	36
Community College of the Air Force (CCAF)	4	23	27
Defense Language Institute (DLI)[+]	0	24[+]	24
University of Maryland University College (Adelphi & Baltimore, MD)	3	160	163
U.S. Coast Guard Academy	2	12	14
U.S. Naval Academy	1	0	1
U.S. Air Force Academy	4	17	21
U.S. Military Academy	1	0	1
Total number of agreements	31	256	287

[+]Total number of General Education Area agreements is greater when factoring total number of foreign languages taught at DLI. The number represented here is calculated based on six generic "FL" DLI courses listed in the Transfer Evaluation System (TES) multiplied by four foreign languages currently taught at Cal Poly Pomona (Chinese, French, German, Spanish).

per TES agreements established through 7/18/2021

DISCUSSION

Senator Givens explained that the campus is mandated by state law and the Chancellor's Office to have a policy on giving credit for prior learning. This policy covers giving credit for some of the following (see the policy for the complete list):
- Advance Placement Exams
- International Baccalaureate classes
- Military bootcamp and service
- Industry and workforce experience
- Challenge exams

The policy covers a whole variety of prior learning experiences. The primary concern raised during consultation was how does the experience translate into articulation, do students get credit for a specific class, or do they get credit towards their degree? There is some flexibility and recognition

that discipline specific faculty should be able to make those type of recommendations.

Another concern was regarding challenge examinations and the workload related to developing and administering challenge examinations. There was concern that a request for challenge exam may be unreasonable if a student does not know the material. It is suggested that there should be some pre-screening criteria for challenge exams. The committee wants to be fair to students but also wants to be cognizant of the faculty workload. It is not clear if this policy will increase the number of challenge exams requested which would significantly increase the workload of the faculty.

i.   AA-008-223, Graduation Writing Assessment Requirement - **FIRST READING**

The first reading report for AA-008-223, Graduation Writing Assessment Requirement, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/aa008223fr.pdf.

Senator Givens presented the report.

M/s to receive and file AA-008-223, Graduation Writing Assessment Requirement.

RECOMMENDATION

The Academic Affairs Committee recommends adopting the new university writing requirement policy proposal in order to establish a writing committee (UWAC) and have writing intensive courses ready to offer in time for the fall 2025 deadline.

The University Writing Requirement at Cal Poly Pomona

The Alternative GWT Committee was formed on August 26, 2020, to address changes to the Graduate Writing Test passed down by the CSU Chancellor's Office in a memo dated March 12, 2020. The Committee revised and adopted their proposal following the CSU Chancellor's Office memo dated April 25, 2022. This document summarizes, then details, the committee's work.

Summary

CPP faculty value writing proficiency as a core component of student success; in the professional world, communication skills often serve to distinguish high-achieving professionals from their peers. Formerly, each student at CPP demonstrated their writing proficiency through the Graduate Writing Test (GWT). This imperfect and inequitable measure of student writing did little to acknowledge faculty's disciplinary perspectives or support the University's commitment to writing instruction. It also failed to cohere with the Academic Senate's policies on "meaningful writing" housed in the GE program (AS-2230/67GE).

Meaningful writing is best understood within a disciplinary context, and the committee proposes the attached referral draft to align faculty recognition of the importance of discipline-specific writing (memos, reports, essays, proposals, grants, etc.) with writing instruction at CPP.

This proposal serves to satisfy the CSU Graduate Writing Assessment Requirement (GWAR) by constituting a University Writing Requirement appropriate to CPP's polytechnic education. The highlights of the proposal include:

- Eliminating the GWT examination
- Allowing students to demonstrate writing proficiency through successful completion of Senate-approved upper-division writing-intensive courses
- Supporting major programs in identifying pre-existing courses within the major that meet the qualifications for a writing-intensive course (either as-is or with modification)
- Affording opportunities for students to satisfy this requirement through approved upper-division GE courses or courses in another discipline outside their major
- Replacing the Academic Senate GWT Committee with the University Writing Assessment Committee, which will oversee and support these efforts.

Proposal

1. Undergraduate University Writing Requirement (UWR)
   a. Students will satisfy CPP's University Writing Requirement (UWR) by taking an upper-division writing-intensive course designated by a "W" in the University Catalog. Writing-intensive courses may be offered by the major-granting academic unit, another academic unit, or the General Education program.
      i. No writing-intensive courses may be designated as such by a major program in another academic unit without that unit's approval.

   b. **Eligibility**: Students will be eligible to take a W course after completion of 60 semester units per EO 665.

2. The University Writing Assessment Committee (UWAC) a. The UWR will be overseen by an Academic Senate-appointed permanent university committee.
   a. The University Writing Assessment Committee (UWAC) will replace the senate GWT Committee.
   b. The UWAC shall consist of one representative from each college, a Writing in the Disciplines Coordinator who will serve as chair, a representative from the Office of Assessment and Program Review, a representative from CAFE, and the University Writing Center Coordinator.
   c. The UWAC will be responsible for the following:
      i. Certifying courses as meeting the requirements for a writing-intensive "W" designation (listed below).
      ii. Conducting regular review of course certification, as described below.
      i. Reviewing petitions of substitution for W-certified courses and transmitting the decision to the petitioning academic unit and the Registrar's Office. Student petitions must be accompanied by evidence of equivalence, including:
         1. Course syllabus;
         2. Sample writing or writing prompt from the course;
         3. Evidence of a grade of "C" or better for the course.
      iii. Coordinating with CAFE for faculty development and resources to ensure writing instruction is sound, equitable, and consistent.
      iv. Coordinating with the Learning Resource Center and the University Writing Center to provide adequate support to faculty and students in W courses.
      v. Facilitating the collection of representative samples for University assessment.
      vi. Evaluating assessment data to ensure equitable outcomes and take steps as necessary to promote student success in written communication.

3. UWR Course Certification and Approval Process
   a. **Basic Qualifications**: To receive writing-intensive "W" certification, a course must be at the upper division level and a minimum of 3-units. If a course is less than 3-WTUs, it must be a co-requisite with another course and the cumulative units must equal at least 3 WTUs and the student enrollment cap should not surpass 25 students. Academic units may propose new courses or designate existing courses to the UWAC.
   b. **Learning outcomes**: To be designated as writing-intensive (W), a course must require, at minimum, students' demonstration of the following abilities (this list does not exclude other learning outcomes appropriate to the discipline and/or course):
      i. Understand the role of audience (i.e., professional, public, expert, informed novice) and purpose (i.e., to persuade, report, propose, review) in written communication
      ii. Use appropriate disciplinary conventions (i.e., organization/structure, style and tone, formatting, and citation practices)
      iii. Critically engage with disciplinary content (i.e., through analyzing arguments, drawing conclusions, proposing recommendations)
      iv. Leverage credible sources to develop informed ideas
      v. Incorporate feedback and self-assessment to revise written work
   c. **Pedagogical practices**: To be designated as writing-intensive (W), a course must meet the following criteria:
      i. Amount of Writing: Students produce at least 4000 words (approximately 7 single-spaced pages/15 double-spaced pages, excluding references, including substantially-revised words) of

          individually-composed formal writing that demonstrates upper-division written English proficiency within the course's given discipline

    ii.   Types of Writing: Students are assigned a variety of writing tasks that are sequenced and/or distributed throughout the semester, and not concentrated at the end

    iii.   Integrating Information Literacy and Critical Thinking in Writing: Students demonstrate the ability to analyze, organize, synthesize, and express their own and others' data or ideas; evaluate and incorporate source materials; and use disciplinary conventions appropriate for relevant audiences and purposes in their writing

    iv.   Processes of Writing: Students practice different writing processes (including brainstorming, drafting, substantive revising, and editing of major graded written assignments in response to instructor—and possibly peer—feedback and resources)

    v.   In-Class Attention to Writing: Meaningful class time is devoted to instruction in writing (i.e., analyzing audience needs and expectations, including conventions like the formal elements of technical reports or the level of formality expected in memos)

    vi.   Grading: Evaluation of student learning in the course must prioritize writing proficiency, either through points/percentage-based grading (e.g. 51% of grade based on writing skills) or alternative grading formats (e.g., more than half of a course's standards/outcomes or labor contract weight are written communication-based).

    vii.   Class Size: Course enrollment cannot exceed 25 students without approval from the UWAC

d. **Application Process**: Course certification and recertification are run through the UWAC.
    i.   An academic unit proposing a new course for which certification is sought shall indicate on the proposal form that W certification is requested, and concurrently submit a proposal for W certification in Curriculog.
    ii.   Proposals for W certification of preexisting classes, or recertification, shall be reviewed directly by the UWAC and need not be reevaluated by College and University Curricula Committees.
        1.   W courses in the GE program must also be reviewed by the GE Committee.

e. **Recertification**: The Office of Academic Programs shall keep a record of all W certified courses. After seven consecutive years, W certification shall expire. In the sixth year of certification, the Office of Academic Programs shall notify the academic unit that the course must be recertified.
    i.   If a course syllabus changes so that it no longer meets the requirements for W certification before the seven-year expiration, that course's W certification will be automatically revoked.
        1.   A course that is denied W recertification will be allowed a grace period of one academic year to revise and resubmit for recertification. If the course has been denied W certification, it shall no longer be specified as a writing course but may continue to be offered as a regular course.

f. Special Cases
    i.   Students shall receive credit for having met the requirement upon completion of the academic unit-specific upper-division writing course with a grade of "C" or higher, as long as the course was W certified at the time the student was enrolled, independent of the student's catalog year.
    ii.   Completion of another CSU's upper-division baccalaureate writing requirement with a grade of C or higher shall be transferrable to CPP.

DISCUSSION

In March 2020 the Chancellor's Office suspended all in-person testing for the Graduation Writing Assessment Requirement (GWAR) and directed campuses to develop an alternative approach to satisfying the in-person testing requirement through a course or series of courses.

This proposal has a list of recommendations of what would be expected of a course that satisfies the GWAR, which would have a W-designation to specify that it is a writing intensive course. The idea is that every department is free to review and propose courses that satisfy the writing requirements, and those courses would receive a W-designation. For example, there is a requirement of a minimum of

4000 words, but that requirement does include edits and revisions. There are requirements detailing the types of assessment and that the teaching pedagogy of the class includes teaching students how to write. Senator Givens explained that there are a whole variety of requirements and there would be a committee formed, the University Writing Assessment Committee (UWAC) to review courses submitted for a W-designation.

The referral recommends a cap of 25 students for writing-intensive courses. Some departments may want smaller courses (e.g., a cap of 20) if it works with their budgets and still helps meet student course-offering needs. This is because there is a significant workload in grading for a writing intensive class.

There was a question about whether there would be two "flavors" of the same class, the basic class and then the class with the W-designation. Senator Givens responded that the W-designation would be attached to the catalog number for the course.

Question: Did the committee look at the previous writing requirements on campus, such as every class requiring a writing assignment and that all GE courses require a meaningful writing assignment, and consider how the current requirements count towards the W-designation?

Response: The committee did look at those requirements, but this goes beyond those requirements. There is an expectation of more intensive pedagogy on writing and other requirements that give this designation a higher threshold. The committee did think that some of the upper division GE courses may fit these requirements.

j.   [FA-004-212, Review of Policy 1311 – **FIRST READING**](#)

The first reading report for FA-004-212, Review of Policy 1311, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/fa004212fr.pdf.

The proposed Policy 1311, Recruitment and Appointment Process is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/FA004212ref_1.pdf.

Senator Barding presented the report.

M/s to receive and file FA-004-212, Review of Policy 1311.

RECOMMENDATION

While the Faculty Affairs Committee may not have unanimously agreed on all aspects of the policy changes, we do agree that the new policy codifies existing practices at CPP while ensuring the department's voice is heard. We unanimously recommend adopting the [proposed policy for 1311](#), Recruitment and Appointment Process.

DISCUSSION

Policy 1311 is an important document that describes the policies and some procedures of our hiring process. One goal of the committee was to align Policy 1311 with the CBA (specifically, 12.22a), which delegates the authority of recommendations regarding probationary appointments to the search committee. Another goal of the revision was to codify existing and best practices regarding a diverse committee membership. The committee included language requiring that committees be diverse (broadly defined), where practicable. The committee's last major goal was to limit the amount of procedure in the policy by delegating much of the internal search packet to the role of Faculty affairs. Although the FAC did not remove all procedures, many of the more fluid items were updated or removed to better adapt to the changes needed in faculty recruitment, advertising, and the interview process.

The committee did multiple consultations with faculty and there was a significant amount of feedback. Some of the feedback the committee was able to address, but they could not address every concern.

One more important change to the policy was recognizing that the CBA limits search committees to tenured faculty members, except by request of the department and approval of the president. Best practice and inclusive principles dictate that all ranks be allowed to serve on the search committee to increase diversity of the search and increase success of the search. By department vote, if any non-tenured faculty are elected to the search committee, that acts as a request to the president and by signing this policy, the president approves these requests. However, this is revokable at any time at the discretion of the president to be in agreement with the CBA.

There was a significant number of comments that adjunct/lecturer faculty, staff and students should be included on search committees. Although the Faculty Affairs Committee agrees with that statement, the CBA is clear – only tenure-line faculty are eligible to serve on the search committee.

k. [FA-005-223, Request to Update the Academic Senate Policies for a Vote of Confidence in a Department Chair and a College Dean – **FIRST READING**](#)

The first reading report for FA-005-223, Request to Update the Academic Senate Policies for a Vote of Confidence in a Department Chair and a College Dean, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/fa005223fr.pdf.

The proposed change for the Academic Senate Policy on the Vote of Confidence in the Academic College Dean is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/FA005223fr_1.pdf.

The proposed change for the Academic Senate Policy on Vote of Confidence in the Department Chair is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/FA005223fr_2.pdf.

The report was presented by Senator Barding.

M/s to receive and file FA-005-223, Request to Update the Academic Senate Policies for a Vote of Confidence in a Department Chair and a College Dean.

RECOMMENDATION

The changes in the two policies were unanimously agreed upon by the Faculty Affairs Committee as the changes are minor and clarified an otherwise daunting process.

DISCUSSION

The Academic Senate adopted a Resolution that faculty may request a vote of confidence in the performance and leadership of a Dean on May 20, 2009. This was followed by a Resolution that faculty may request a vote of confidence in the performance and leadership of a Department Chair on October 2, 2013. Both resolutions include policies detailing how to request a vote of confidence.

This is a request to review these policies and make sure they are still appropriate. The policy for the Vote of Confidence in a Department Chair still refers to quarters. Both policies should be given policy numbers and be added to the Academic Manual. It is suggested that the policy should be numbered in the 100 – 200 series because this is an Executive Committee action (see 1.0 purpose for both resolutions) and therefore the policies should be contained in the Shared Governance section.

Dr. Sancho-Madriz, Interim Dean of the Don B. Huntley College of Agriculture, commented that he

was the Academic Senate Chair when the Resolution on Academic Senate Policy on the Vote of Confidence in the Academic College Dean was passed. At the time, the policy was presented not as a university policy, but as an internal Academic Senate policy, and therefore it was not given a policy number.

l.   [FA-006-223, Review of Policy 1328: Increasing Inclusion in the DRTPC – **FIRST READING**](#)

The first reading report of FA-006-223, Review of Policy 1328: Increasing Inclusion in the DRTPC, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/fa006223fr.pdf.

The report was presented by Senator Barding.

M/s to receive and file FA-006-223, Review of Policy 1328: Increasing Inclusion in the DRTPC.

RECOMMENDATION

The Faculty Affairs Committee agreed to recommend adopting the changes in the policy. Additionally, the impact on cultural taxation is mitigated with the inclusion of the term "as practicable." The committee also used "soft" language regarding the outside member. In practice, the RTP candidate can nominate anyone they'd like; however, the department has two choices (if the nominee agrees to serve on it). First, if they'll allow it ("the departments may elect members from other disciplines/departments…"). The second is that the department still must vote the nominated members onto the RTP committee since it is an elected committee.

DISCUSSION

The proponents of the changes made the following suggestions to Policy 1328 to represent diversity, equity, and inclusion more accurately in the University's mission, vision, and values statements:

(a) General Principles (1.0): Suggestion to add language that reflects CPP's commitment to diversity, equity and inclusion across the University community, e.g.: Cal Poly Pomona is committed to fostering a vibrant community of diverse students, faculty, staff, and administrators. As part of this commitment, the University seeks to recruit, retain, tenure, and promote a highly talented and diverse faculty who will advance the CSU mission. Embodying Cal Poly Pomona's core institutional values of diversity and inclusivity is the responsibility of every member of our community. Therefore, individual faculty, administrators, and committees engaged in the RTP evaluation process are expected to practice equal employment and mitigation of bias in faculty evaluation process.

(b) Department RTP Committee (3.0): Suggestion to add language that supports implementation of DEI best practices at the DRTPC level to support a more equitable review process, e.g.: Department RTP Committees shall be diverse with representation from academic ranks, subdisciplines or specialties, and historically under-represented groups. To ensure diverse DRTPC committees, the department may elect members from related disciplines/departments upon the request of the RTP candidate. Other best practices may be suggested, such as training of evaluators.

(c) Department RTP Committee (3.0): Suggestion to add language that supports DEI by incorporating an Equity Advisor role into the DRTPC, e.g.: The DRTPC shall include a committee member (not the chair) who serves as Equity Advisor. The Equity Advisor is elected by majority vote of the DRTPC . The Equity Advisor works with the DRTPC chair to ensure all policies and laws are being followed and support the fair and equitable evaluation of RTP candidates.

After careful consideration, the Faculty Affairs Committee decided to include the following paragraphs in the policy:

"Cal Poly Pomona is committed to fostering a vibrant community of diverse students, faculty, staff,

and administrators. As part of this commitment, the University seeks to recruit, retain, tenure, and promote a highly talented and diverse faculty who will advance the CSU mission. Embodying Cal Poly Pomona's core institutional values of diversity and inclusivity is the responsibility of every member of our community. Therefore, individual faculty, administrators, and committees engaged in the RTP evaluation process are expected to practice equal employment and mitigation of bias in faculty evaluation process."

"Department RTP Committees shall be diverse with representation from academic ranks, subdisciplines or specialties, and historically under-represented groups as practicable and bearing in mind issues of cultural taxation and other equity concerns. To ensure diverse DRTP committees, the department may elect members from other disciplines/departments upon the request of the RTP candidate. DRTPC members and the Department Chair shall have participated in RTP training conducted by Faculty Affairs within the previous 5 years of their current term."

During consultation several concerns were raised. A major concern, raised by several chairs, is how to implement the policy. One chair mentioned that the DRTPC is elected democratically. With this new language, would they be required to have different subspecialties serve on the committee, making the vote less democratic in nature. The same chair raised a logistics question: how would such a vote be carried out logistically for large departments? Some chairs expressed concern about being able to elect faculty to the DRTPC from outside the department to be very problematic.

4.   New Business

a.   Chair and Vice Chair Elections

Senator Monemi, Chair of the Elections and Procedures Committee conducted the elections for the 2023-2024 Academic Chair and Vice Chair.

The candidate for Chair was Rita Kumar from the College of Business Administration, who has accepted the nomination. By acclamation, Dr. Kumar is elected Academic Senate Chair for 2023-2024.

The candidate for Vice Chair was Dennis Quinn from the College of Education and Integrative Studies, who has accepted the nomination. By acclamation, Dr. Quinn is elected Academic Senate Chair for 2023-2024.

Congratulations to Dr. Kumar and Dr. Quinn.

b.   Nominations for 2023-24 Executive Committee

Senator Monemi, Chair of the Elections and Procedures Committee commented that if you are interested in serving on the Executive Committee, nominations will be taken from the floor today and in writing to senate@cpp.edu through noon on May 10, 2023. Additional nominations will be taken from the floor after the seating of new senators at the May 10, 2023 Academic Senate Meeting. The election will take place on May 10, 2023. Please note that Vice Chair Quinn represents the College of Education and Integrative Studies on the Executive Committee.

The following nominations were received:
- Senator Gekara for the Don B. Huntley College of Agriculture
- Senator Shen for the University Library
- Senator Yoo for Collins College of Hospitality Management
- Senator Guthrie for the College of Business Administration
- Senator Fallah Fini for the College of Engineering
- Senator Guerrero for the College of Letters, Arts, and Social Sciences
- Senator Urey for the Statewide Senate
- Senator Chase for the College of Science

- Senator Moore for the College of Environmental Design
- Senator Von Glahn for the Past Chair

c. [Resolution in Support of Unit 3 Employees and the Learn Through Discovery (LTD) Polytechnic Model – **SECOND READING**](#)

The Resolution is Support of Unit 3 Employees and the Learn Through Discovery (LTD) Polytechnic Model is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.05.23/resolution_in_support_of_unit3_employees_04.05.23.pdf.

Senator Urey introduced the resolution.

M/s to adopt the Resolution is Support of Unit 3 Employees and the Learn Through Discovery (LTD) Polytechnic Model.

Senator Urey ceded her time to student Kathleen Ramirez, who read the following on behalf of Dr. Maya Stovall who could not be in attendance:

"The Resolution in Support of Unit 3 Employees and the Learn Through Discovery (LTD) Polytechnic Model details the ongoing academic crisis at CPP. The crisis CPP is facing is also moral, ethical, and practical. It impacts students, faculty, and staff, whose lives and livelihoods are at risk due to the crisis.

Unit 3 faculty are in pain across the board. The campuswide mission, vision, and values of learn through discovery (LTD) polytechnic pedagogy require labor and time intensive high-impact practices such as intensive mentoring, dissemination of student work beyond the classroom, service-learning, and experiential learning, which exceed the capacity of faculty within the current WTU assignment arrangements, and service demands, along with the following evidence and facts which demonstrate the dire academic crisis we're facing. In the past 20 years, tenure line faculty have had a net gain of zero new hires while 80 new MPP administrators have been hired. This has directed precious dollars to administrative bloat rather than to professors, librarians and counselors, and increases demand for administrative work across campus. The service demands have grown such that tenure line faculty can fill a 40-hour work week with department, college, university, and ad hoc committee meetings and administrative tasks alone. Such meetings and tasks prevent faculty from focusing on student work, and at the same time, CPP provides lecturer and tenure-line faculty ZERO WTUs for research, scholarly, and creative activities, meaning there is no time, care, or priority for our faculty's research, in direct contrast to CPP's stated polytechnic advantage which pivots on faculty scholarship and intensive high impact instruction. The LTD Polytechnic model demands labor and time intensive instruction, mentoring, and advising that is untenable under these circumstances, especially with the SFR, SLR, and SCR coinciding as the worst in the CSU, all the polys, and the worst among polys in the nation.

- CPP's student-to-counselor ratio is double the national average, the worst in the CSU.

- CPP has the worst (SFR) in the CSU and the highest of the Polys, at 23.9 as of 2022, and higher than this by other measures.

- CPP has the worst SLR in the CSU, with the lowest number of tenure-track librarians, only 7 librarians in the CSU for universities with comparable credit hours taught and FTES, the worst in the CSU.

- CPP has more police officers (19) than tenure line counselors and tenure line librarians combined.

- In the last 20 years, CPP has had a net gain of zero new faculty in contrast to 80 new

administrators.

- CPP, the nation's most diverse polytechnic university in the nation has the worst coinciding SFR, SLR, and SCR in the CSU and among the polys.

- Semester conversion has exacerbated all these issues by compressing 3 quarters of work into two semesters.

- The covid-19 pandemic exacerbated all these factors.

Unit 3 faculty are in pain across the board, students are in pain across the board, and historically marginalized faculty including disabled, LGBTQ+, BIPOC, women, underrepresented, and/or firstgen faculty experience rising and continued cultural taxation in workload, teaching, mentoring, advising, and service due to disproportionate student and institutional reliance on their knowledge and expertise. The same is true for students across the board and those who are historically underrepresented, all of our students are suffering due to the lack of investment in professors, librarians, and counselors. Faculty and students mental, physical, and emotional health are in crisis amid this academic crisis. I personally know faculty and students who have considered suicide due to the egregious working and learning conditions we're facing. It's time to stop saying all the right things about librarians, counselors, and instructors, and start doing the right things – providing the support for folks to actually do their jobs.

As such, The Resolution in Support of Unit 3 Employees and the Learn Through Discovery (LTD) Polytechnic Model recommends the following actions be taken immediately in order to save our students, faculty, and the future of our institution:

- The hiring of sufficient tenure-track librarians and counselors that will align CPP with industry recommendations and CSU best practices at 1:500 and 1:1000 levels respectively.

- An opt-in or opt-out lecturer-faculty workload arrangement of 75% instruction and 25% service, professional development, or research, that lecturer faculty have the option to select.

- An opt-in or opt-out 3/3 teaching load for tenure-track faculty (9 WTUs), with 3 WTUs assigned to service, and 3 WTUs assigned to professional development and research, that tenure-line faculty have the option to select.

This is a historical moment in our institution's history—unit 3 faculty and students are here to let the administration know of this crisis, its urgency, and we are issuing a call to work with us to deliver relief immediately, this fall, to save our university from the precipice of decline where it stands. The Resolution in Support of Unit 3 Employees and the Learn Through Discovery (LTD) Polytechnic Model is a historical action that I hope you vote to support. It is also actionable. Rather than finger-pointing or blame, we are asking the administration to take action immediately, bring workload relief to unit 3 and save the mission, vision, values, and future of this university.

CPP is in receipt of a $40 million no strings, private philanthropic donation from Mackenzie Scott, a modest portion of which, and/or the investment interest from which, historical returns demonstrate could support the workload relief effort and secure our university's future, by investing in librarians, counselors, instructors, and proving that this university values its diverse students and its polytechnic model."

One concern raised was that if faculty opt-in to the 9/3/3 for research, the expectations for research in the university may increase, forcing faculty to take the 3 WTUs for research and still increasing their workload because there is a higher expectation. Another comment was that this could be seen as taking away from the university mission which focuses on undergraduate education.

Senator Snyder, an associate professor in biology, stated that in biology tenure-track faculty already

have the workload proposed in this resolution. She stated that she cannot imagine having the workload other departments have while being able to effectively mentor students, which is her favorite part of the job. It is known that the ability to interact authentically and sincerely with students and give them individualized feedback and attention is the largest contributor to their success. This type of mentoring is not possible with the current teaching loads. The mentoring provided by instructional faculty who are experts in the field and experts in supporting students cannot be recapitulated by staff advisors or administrators, and especially not by a chatbot. Senator Snyder mentioned that she started five years ago and CPP was her first choice--even though the CSUs pay less--because of the polytechnic model, but she is worried that the university's spending does not match its polytechnic model. It is demoralizing to hear that CPP cannot provide the funds to support its high-impact polytechnic practices. Enrollment has steadily increased over the last 20 years, but tenure-density has decreased and the number of administrators, deans, provosts, associate provosts, has remained the same. More surprising is the MPP I and II positions have more than doubled over the last 20 years and this is considering our SCR being among the highest in the CSU and the highest of all the polytechnics. In the last year, MPP I and II positions increased by 20% and this is when faculty were told that they were only getting modest raises that would partially help with cost-of-living increases. In her opinion, the unpaid work of faculty is bankrolling the salaries of the increased MPP I and II positions.

One second year student spoke about the lack of attention students get from academic counselors and the fact that this is causing students to graduate later than expected. It is also a problem if CPP is trying to recruit more students and they can't service the students they currently have. This is causing frustration and depression among students, and then there are not enough mental help professionals to help students.

Another senior Liberal Studies student spoke of when she first visited CPP, she fell in love with the campus. Since then, she has run into many obstacles including lack of parking and inability to schedule meetings with her academic counselor. As a first-generation college student, she was alone in navigating her educational journey. She recalls the stressors of making sure things were filled out correctly, ensuring that she was taking the right courses, and more.

The motion to pass the Resolution is Support of Unit 3 Employees and the Learn Through Discovery (LTD) Polytechnic Model passed unanimously.

The April 5, 2023 Academic Senate Meeting adjourned at 4:55 p.m.