

Minutes

of the Academic Senate Meeting
April 24, 2019

PRESENT: Alex, Coburn, Davidov-Pardo, Fisk, Flores, Forrester, Gonzalez, Hargis, Huh, Husain, Ibrahim, Kumar, Lloyd, Merlino, Nelson, Osborn, Pacleb, Puthoff, Quinn, Sadaghiani, Shen, Shih, Small, Urey, Von Glahn, Wachs, Welke

PROXIES: Senator Hargis for Senator Lloyd (when leaves) and Senator Speak, Senator Urey for Senator Ortenberg, Senator Osborn for Senator Polet, Senator Forrester for Senator Sung, Senator Alex for Senator Singh, Senator Small for Senator Salik, Senator Merlino for Senator Davidov-Pardo (when leaves), Senator Wachs for Senator Von Glahn (until arrives)

NOT PRESENT: Chan, Duran-Quezada, Jia

GUESTS: L. Chase, M. Cholbi, E. DeRosa, W. Dong, L. Dopson, S. Eskandari, S. Garver, T. Gomez, M. Hood, L. Kessler, C. LaMunyon, I. Levine, S. Lotfipour, B. Quillian, L. Roosa Millar, L. Rotunni, M. Sancho-Madriz, J. McGuthry, C. Santiago-Gonzalez, S. Shah

1. Academic Senate Minutes – March 27, 2019

M/s/p to move approval of March 27, 2019 Academic Senate Meeting minutes to the May 8, 2019 Academic Senate meeting.

2. Information Items

a. Chair's Report

Chair Shen welcomed everyone to the last full Academic Senate meeting of the academic year. The May 8, 2019 Academic Senate meeting is a short meeting due to the emeritus reception that immediately follows the meeting.

Chair Shen introduced ASI President Jenny Greenberg who is representing ASI since ASI Senator Donahue had to step down.

Chair Shen stated that there is an update from the newly formed CPP Philanthropic Foundation Board from its faculty representatives, Professors Michael Cholbi and Winny Dong. Professor Cholbi stated that the Philanthropic Foundation's purpose is to serve as the leader for the university's fund-raising efforts and put structures in place for future fund-raising. The board has met three (3) times this academic year. The board members have been informed regarding the budgetary situation of the campus and its challenges. Each college has put forth a set of funding priorities for the board to consider. Professor Cholbi explained to date it has been about getting people together to discuss how to creatively fund different campus initiatives. He stated that he and Professor Dong, as the faculty representatives, represent the faculty voice in terms of setting the agenda and priorities for the Philanthropic Foundation Board. Professor Dong added that faculty input is necessary to determine funding priorities. She stated that one of the best ways to provide input is through the college deans, but if there are items that you would like the faculty representatives to bring to the board or have ideas on how to gather faculty feedback, send an email to winnydong@cpp.edu or mjcholbi@cpp.edu, and they will communicate with the board.

b. President's Report

President Coley shared that Jenny Greenberg and two other student representatives travelled with her to Washington DC and Sacramento, California to meet with legislators to share the Cal Poly Pomona experience with the broader focus of the importance of the CSUs to the nation.

The President stated that the American Enterprise Institute published a report on the role of public universities and identified CPP as one of the top ten (10) institutions in social mobility and advancement of our students. She went on to say that this emphasizes the quality educational experience and the broader investment that Cal Poly Pomona makes in students. President Coley commented that the work that Cal Poly Pomona is doing has a rippling effect beyond commencement.

Trustee Douglas Faigin visited the campus on Tuesday, April 23, 2019 and left very impressed with the happenings on campus and was very taken with the polytechnic experience. Trustee Faigin had the opportunity to engage with students and tour classrooms and labs.

President Coley shared that Tuesday, April 30, 2019, is the next "Campus Conversation" and focuses on Student Success. It will be an important conversation to understand the expectations of the CSU system and the legislature. Fall 2019 is the first semester in which progress will be measured towards the Graduation Initiative 2025 designated goals. The President acknowledged Provost Alva and Associate Vice President (AVP) Gomez who have taken the lead in moving this initiative forward.

President Coley acknowledged that commencement ceremonies will be on May 17, 18, and 19, 2019. Lieutenant Governor Eleni Kounalakis will be the commencement speaker for the College of Letters, Arts, and Social Sciences.

A question was asked about the timing for faculty searches. Provost Alva responded that this conversation took place at the Provost's Council meeting and that she has asked the leadership team to figure out what colleges will get faculty searches and expected that this will become public within the next couple weeks.

c. Provost's Report

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/~senate/documents/packets/2018-19/04.24.19/as_provosts_report_to_academic_senate_2019-04-24_revised.pdf.

The Provost announced the Provost's Awards for Excellence for 2018-19:

- Excellence in Teaching – **Donald Edberg**, College of Engineering
- Excellence in Service – **Steve Alas**, College of Science
- Excellence in Scholarly and Creative Activities – **Xudong Jia**, College of Engineering

Provost Alva stated that there will be extended hours in the library for a series of events titled "Focus on Finals". Extended hours in the library will start the week before finals, May 6 – 10, and extend through finals week, May 11 – 17. The goal is to provide students with a safe, welcoming place to study and also a place to tend to their mind, body, and soul. The following enhancements will be offered to encourage students to use the library during finals week:

- Starbucks will be open during library hours
- Stations for testing supplies
- BSU open until 2:00 a.m.

- Free blue books/scantrons at BSC on Monday through Thursday from 10:00 a.m. until 4:00 p.m.
- BRIC open swimming and climbing
- Library relaxation room
- Therapy dogs

More information can be found at <https://www.cpp.edu/%7Efocus-on-finals/>.

The Provost has been in conversations with the CFA and the Faculty Affairs Committee about post-tenure reviews. There will be a referral submitted to review the post-tenure review process with the goal to simplify the process and also explore using electronic RTP systems such as Interfolio. When asked why post-tenure reviews are required the Provost responded that the Collective Bargaining Agreement (CBA) is a commitment between administration and faculty and there is an expectations in the contract is that there needs to be five (5) year reviews of tenured, eligible faculty members. The goal is to have the first round of post-tenure review submissions in spring 2021. The next academic year will be used to review the policies and sort people into review cycles. All activity on this initiative will be done in a very transparent way.

The Provost Alva shared the following upcoming events:

- Advising for Student Success Forum on Friday, April 26, 2019, 1:30 p.m. to 3:30 p.m. in building 162, room 1001
- Campus Conversation on Student Success hosted by the President on April 30, 2019 from 11:00 a.m. to 2:00 p.m. in BSC – Urso major
- Provost's Leadership Forum on the topic of the Academic Affairs Budget on Monday, May 6, 2019 from 11:30 a.m. to 1:30 p.m. in the Kellogg West Auditorium

d. Vice Chair's Report

NEW REFERRALS: (3)

FA-010-189	Sabbatical Applications
GE-017-189	TH 1250 - Introduction to Acting (C1)
GE-018-189T	H 1250A - Introduction to Acting Activity (C1)

SENATE REPORTS FORWARDED TO PRESIDENT: (14)

AS-2815-189-GE	General Education Area C Requirements
AS-2816-189-GE	TH 4250A - Community Based Theatre Activity
AS-2817-189-GE	TH 4250 - Community Based Theatre
AS-2818-189-GE	PSY2230 - Positive Psychology: the Science of the Good Life
AS-2819-189-GE	GSC 1010 – Planet Earth: A Citizen's Guide (GE Area E)
AS-2820-189-GE	GSC 1010A – Planet Earth: A Citizen's Guide Activity (GE Area E)
AS-2821-189-GE	IGE 1200 – Authority and Faith: Late Ancient and Medieval Worlds (GE Sub-areas A2 and C2)
AS-2822-189-GE	IGE 2100 – Empires, States, and Peoples: Cultural Contact and Exchange (GE Sub-areas C1 and C2)
AS-2823-189-GE	IGE 2300 – Ways of Doing: Culture, Society, and the Sciences (GE Sub-areas D1 and D3)
AS-2824-189-GE	IGE 3100 – Interdisciplinary Perspectives: Capstone Seminar (GE Sub-area C3 and Synthesis D4)
AS-2825-189-GE	LIB 1500 – Information Literacy for the Digital Age (GE Area E)

AS-2827-189-AP	BS/MS Chemistry 2017-18 Program Review
AS-2828-189-AP	MS Systems Engineering Program Review
AS-2829-189-AP	Systems Engineering, M.S. – Converting Pilot Program to Regular Program Status

PRESIDENT RESPONSES TO SENATE REPORTS: (0)

e. CSU Academic Senate Report

Senator Urey reported that the committees held their virtual meetings this month and that the plenary and committee meetings are in Long Beach on May 15 – 17, 2019.

f. Budget Report

The Budget Report is located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2018-19/04.24.19/academic-senate---student-affairs-budget-overview.pdf>.

Senator Lloyd reported that the Division of Student Affairs budget was received and is posted on the Academic Senate website. He stated that it was an informative meeting where they not only learned about the budget but also went over some of the initiatives sponsored by Student Affairs.

g. CFA Report

Senator Von Glahn reported that there will be a CFA Café on May 14 and 15, 2019 from 8:30 a.m. until 11:00 a.m. in the Faculty/Staff Dining Room.

h. ASI Report

ASI President Greenberg reported that ASI elections for the 2019-2020 academic year have concluded. Pasindu Senaratne is the new ASI President and Rachel Hunter is the new ASI Vice President. Their terms start on June 1, 2019.

ASI President Greenberg recapped some of the ASI activities for the 2018-19 academic year that focused around basic needs, sustainability, and civic engagement. She mentioned that at the beginning of the year ASI focused on registering students to vote and educating students on prominent issues, regardless of their voting status. ASI also hosted a polling location on campus that hundreds of faculty, staff, and students used to cast their votes. ASI will be partnering with the Political Science Club to host a 2020 census event in the 2019-2020 academic year.

In terms of sustainability, April is Earth Month on campus and the Bronco Event and Activities Team (BEAT) has planned a number of fun and educational events. April 16, 2019 was the Festival of Animals in the University Quad. The Alternative Transportation Fair was held on April 23, 2019. The fair allowed students to explore different modes of transportation that can make a difference in their carbon footprint. President Greenberg mentioned that today, April 24, 2019, is Denim Day which is aimed at bringing awareness to prominent issues of sexual violence and provide survivors with a safe platform to speak about their experiences.

She stated that she believes that ASI has had a very successful year in term of achieving the goals set at the beginning of the academic year. This success is based on getting students involved and through education of issues important to them, not just on campus but also in their surrounding communities.

ASI has an Emerging Leaders Program in which students apply for funding for grants to cover the costs of training for skills needed in ASI leadership and beyond in their careers. One example of this is that students in the Communication Department will be traveling to New York for Social Media Week where they will network with organizations and learn skill sets that they can incorporate into their jobs and ASI and their education at CPP.

Two years ago, then ASI President Uriah Sanders started an initiative to create a permanent food pantry on campus as the result of a CSU study that reported a large number of students do not have consistent access to quality food. Due to this initiative a full-time coordinator and two students have been hired to work in the food pantry to provide help to students in need. The soft opening of the food pantry in the BSC is scheduled for April 29, 2019.

i. Staff Report

Senator Gonzalez reported that Staff Council is hosting a [spring boutique](#) on Thursday, May 2, 2019 in the University Quad from 10:00 a.m. until 3:00 p.m. All proceeds do from this event go to Staff Council for future events.

She also provided some information upcoming management courses hosted by [organizational development](#). There is a website, www.cpp.edu/od, where you can sign up for classroom type courses and there are also on-line courses. CSU Learn has more than 75,000 online lessons, videos, e-books, classes, and compliance courses. You can access this content through the Sum Total portal at https://csu.sumtotal.host/core/dash/home/Home_Pomona.

j. WSCUC Report

No report was provided.

Chair Shen explained that this is a standing report since the campus is going through reaccreditation.

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

a. [AA-007-189, Lengths of Add and Drop Periods in the Semester Calendar – SECOND READING](#)

The second reading report for AA-007-189, Lengths of Add and Drop Periods in the Semester Calendar, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa007189sr.pdf>.

Senator Wachs presented the report.

M/s to adopt AA-007-189, Lengths of Add and Drop Periods in the Semester Calendar.

Recommendation

The Academic Affairs committee recommends that the following policy be enacted: The length of the add period will be 10 instructional days. Departments maintain the right to manage enrollment as necessary to ensure student success. Please note only Monday through Friday are considered instructional days.

The length of the drop period without receiving a W will be 10 instructional days. Students may

still apply by special petition for a WX.

Late student adds will be considered by petition. Consent of instructor and department chair are required. Students should be advised to continue attending class during this petition process.

Discussion:

This policy would set the add/drop period to 10 instructional days with only Monday through Friday being considered instructional days. Students are free to add after the 10 day period through petitions and the departments are free to manage their waitlists as they see fit.

A request was made to clarify which petition is used for late student adds. The response is that there is not a formal petition for late adds and it was suggested to change the word *petition* to *request*.

Associate Provost Eskandari added that the Registrar's Office has already established a process for late adds and this change makes the process conform with the policy. Dr. Eskandari added that he agrees that the word *petition* can be changed to *request*. It was not the intent to use an academic petition to accommodate late adds.

M/s to change the last two sentences in the recommendation to read "Late student adds will be considered by request. Consent of instructor and department chair are required. Students should be advised to continue attending class during this request process."

The motion passed unanimously.

The vote to adopt the recommendation with the approved amendment passed unanimously.

b. [AA-009-189, Academic Standing Policy Update – SECOND READING](#)

The second reading report for AA-009-189, Academic Standing Policy Update, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa009189sr.pdf>.

Senator Wachs presented the report.

M/s to adopt AA-009-189, Academic Standing Policy Update.

Recommendation:

The committee recommends that we update our academic standing policy: The Academic Senate recommends approval of the following revisions to Policy No. 1430 and Policy No. 1431 and to accordingly update these policies, and include the date of revision, in the online University Manual:

Recommended Policy (Black font is AS 2462-145/AA which supersedes Policy No. 1431 and contains significant overlap with Policy No. 1430). Policy 1430 below attempts to combine policies 1430, 1431 (based on AS 2462-145/AA) and EO 1038 into a single policy for undergraduate students. Policy No. 1431 can then be designated for postbaccalaureate students.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

POLICY NO: 1430*

ACADEMIC STANDING - UNDERGRADUATE STUDENTS

1.0 Purpose

The purpose of this policy is to establish the criteria for assignment of Probationary and Disqualification academic standings to undergraduate students. The minimum requirements for academic probation and disqualification are established under Executive Order No. 1038, Sections 41300 and 41300.1 of Title 5 of the California Code of Regulations, and Chapter III, Sections 1 and 2 of the Standing Orders of the Board of Trustees of the California State University.

2.0 Good Standing

An undergraduate student is considered to be in good standing when a cumulative grade point average of 2.0 (C) for all university level work attempted and for all such work attempted at Cal Poly Pomona is earned.

If a student's GPA remains below 2.0 for more than two consecutive semesters, the student will not be certified for veteran educational benefits until the academic status of the student is restored to good standing.

3.0 Early Warning

All undergraduate students with a Cal Poly GPA of less than 2.2 will have an advising hold placed systematically on their record. The students will not be able to register until they have cleared this hold with their major department.

4.0 Academic Probation

An undergraduate student shall be placed on academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point average for work attempted at Cal Poly Pomona falls below 2.0. The student shall be advised of probation status promptly. The first time an undergraduate student's cumulative grade point average in either work attempted at Cal Poly Pomona or for all college level work attempted falls below 2.0 he/she shall be placed on academic probation, even in circumstances where his/her GPA falls below the disqualification thresholds as described under section 3 of this policy. An undergraduate student shall be removed from academic probation when the cumulative grade point average in all college work attempted, and the Cal Poly Pomona cumulative grade point average is 2.0 or higher. After the first occurrence of the GPA falling below 2.0, students may be academically disqualified as detailed in section 5.0 of this policy without first being put on probation.

Disqualification

After attempting 12 semester units at Cal Poly Pomona, an undergraduate student is considered Probation with Contract if at any time:

- a) As a freshman (less than 30 semester units of college work completed) the student's cumulative grade point average falls below 1.50 in all units attempted at Cal Poly Pomona, or in all college level course work attempted overall.

* Revised AY 2016-2017

- b) As a sophomore (30 through 59 semester units of college work completed) the student's cumulative grade point average falls below 1.700 for all units attempted at Cal Poly Pomona, or in all college level course work attempted overall. AA-009-189, Academic Standing Policy Update 6
- c) As a junior (60 through 89 semester units of college work completed) the student's cumulative grade point average falls below 1.85 for all units attempted at Cal Poly Pomona, or in all college level course work attempted overall.
- d) As a senior (90 or more semester units of college work completed) the student's cumulative grade point average falls below 1.95 for all units attempted at Cal Poly Pomona, or in all college level course work attempted overall.

An undergraduate student who is Probation with Contract will be permitted to attend for at least one semester if they are assigned Probation with Contract. These students shall be notified of their Probation with Contract Standing before the beginning of the semester following the assignment of that academic standing. Students who are Probation with Contract at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. The notification shall advise the student that the Probation with Contract is to be effective immediately*. The notification shall include any conditions which, if met, will result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

Students who are Probation with Contract have the right to be considered for continued enrollment each term. To do so, the student must meet with their advisor or retention and graduation specialist AND maintain a term GPA of a 2.0 or better each subsequent term. If students meet these criteria, they will be permitted to continue enrollment. If students do not meet these criteria, they will be academically disqualified.

Students can fall into Disqualification in two ways:

1. If students do not meet the term GPA of 2.0 or higher at the end of any term following their first PwC status, while they remain in PwC status.
2. If, after a first PwC status, students successfully raise their CPP and Overall GPA above the PwC threshold, but then their GPA falls below the threshold in a subsequent term. All academically disqualified students shall be notified of their disqualification

5.0 Academic Disqualification

Students who are Probation with Contract have the right to be considered for continued enrollment each term. To do so, the student must meet with their advisor or retention and graduation specialist AND maintain a term GPA of a 2.0 or better each subsequent term. If students meet these criteria, they will be permitted to continue enrollment. If students do not meet these criteria, they will be academically disqualified.

Students can fall into Disqualification in two ways:

3. If students do not meet the term GPA of 2.0 or higher at the end of any term following their first PwC status, while they remain in PwC status.
4. If, after a first PwC status, students successfully raise their CPP and Overall GPA above the PwC threshold, but then their GPA falls below the threshold in a subsequent term. All academically disqualified students shall be notified of their disqualification

Students can fall into Disqualification in two ways:

All academically disqualified students shall be notified of their disqualification before the beginning of the semester following the assignment of that academic standing. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. The disqualification notification shall advise the student that the disqualification is to be effective immediately*. Failure to notify students does not create the right of a student to continue enrollment. Students will not be allowed to attend the semester following academic disqualification.

Students who do not attend two semesters consecutively in one calendar year are considered to have broken continuous enrollment status.

Students have the right to appeal their eligibility to enroll by completing the Disqualification Appeal Student Information Sheet available in the Registrar's Office.

Only in extraordinary circumstances, will appeals be considered. A successful appeal request is considered a reinstatement. However, no reinstatement petition or advising contract is required. Students may not appeal a second disqualification. Students who are disqualified at the end of the spring semester shall have until the end of the following fall semester to appeal.

Upon initial disqualification, students may request consideration for reinstatement only after presentation to the university of satisfactory evidence that they have improved their chances of scholastic success. The Petition for Academic Reinstatement must be filed in the Registrar's Office after approval by the student's major department chair and the college dean. After reinstatement, students must maintain a grade point average of 2.0 or better each subsequent semester, and may take no more than 13 units until the overall and Cal Poly Pomona grade point average is 2.0 or better.

6.0 Administrative-Academic Probation

An undergraduate student may be placed on administrative-academic probation for any of the following reasons:

- a) Withdrawal from more than two-thirds of a program of study in two successive semester or in any three semesters. A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to Administrative- Academic probation for such withdrawal.
- b) Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 semester units of No Credit, when such failure appears to be due to circumstances within the control of the student.
- c) Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students (example: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program) .

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

7.0 Administrative-Academic Disqualification

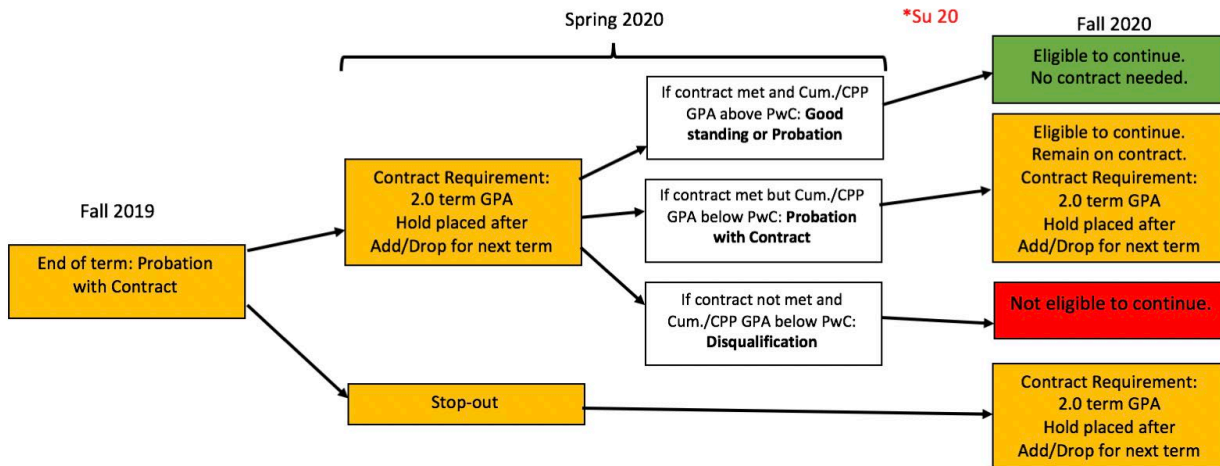
A student who has been placed on administrative-academic probation may be disqualified from further attendance if:

- a) The conditions for removal of administrative-academic probation are not met with in the period specified.
- b) The student becomes subject to academic probation while on administrative- academic probation.
- c) The student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When a student has been placed on administrative-academic disqualification he/she shall receive written notification including an explanation of the basis for the action.

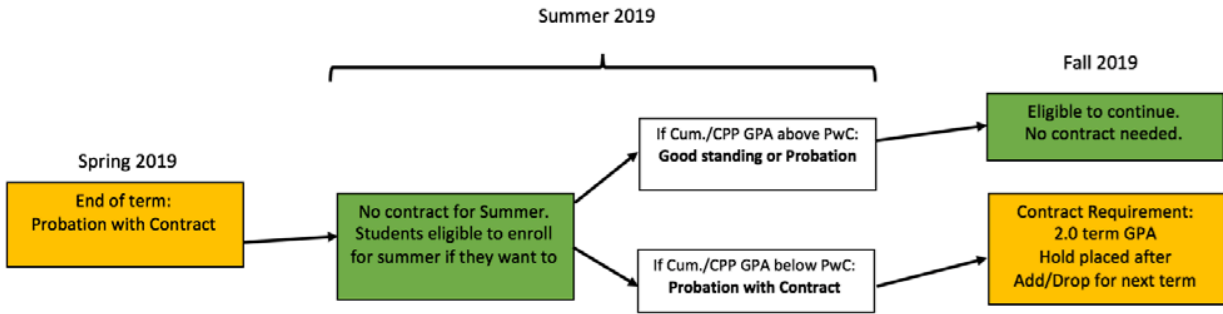
In addition, the Office of Academic Programs may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

Example:

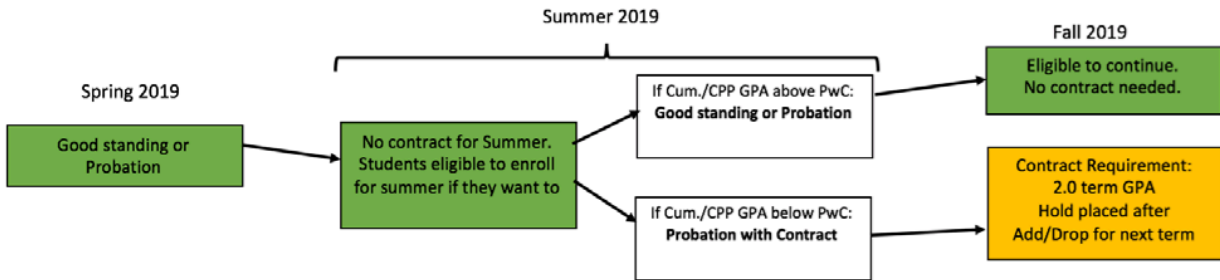


***Process proposal for summer terms**

- Summer terms will not count towards the outcome of the DQ contract, unless their grades during Summer moves them to probation or good standing.



• However, if students become disqualified for the first time during Summer, they will be on contract the subsequent term:



CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1431*

ACADEMIC STANDING - POSTBACCALAUREATE STUDENTS

1.0 Purpose

The purpose of this policy is to establish the criteria for assignment of probationary and disqualification academic standings to postbaccalaureate students. The minimum requirements for academic probation and disqualification are established under Executive Order No. 1038, Sections 41300 and 41300.1 of Title 5 of the California Code of Regulations, and Chapter III, Sections 1 and 2 of the Standing Orders of the Board of Trustees of the California State University. Probation and disqualification criteria of post-baccalaureate and graduate students may not be less than those established for undergraduate students.

2.0 Academic Probation

A postbaccalaureate student shall be placed on academic probation (PwC) if at any time the cumulative grade point average in all postbaccalaureate level course work attempted or cumulative grade point average for postbaccalaureate course work attempted at Cal Poly Pomona falls below 3.0. The student shall be promptly notified in writing of their probation status.

* Revised AY 2016-2017. Former Policy No. 1431 included in Current Policy No. 1430

The first time a postbaccalaureate student's cumulative grade point average in either postbaccalaureate course work attempted at Cal Poly Pomona or for all postbaccalaureate course work attempted overall falls below 3.0 he/she shall be placed on academic probation, even in circumstances where his/her GPA falls below the disqualification thresholds as described under section 3.0 of this policy.

A postbaccalaureate student shall be removed from academic probation when the cumulative grade point average in all postbaccalaureate course work attempted overall, and the Cal Poly Pomona cumulative grade point average is 3.0 or higher. The student shall be provided with any additional conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

After the first occurrence of the GPA falling below 3.0, postbaccalaureate students may be academically disqualified without first being put on probation.

3.0 Academic Disqualification

A postbaccalaureate student is subject to Academic Disqualification if at any time:

Students can fall into Disqualification in two ways:

- 1). If students do not meet the term GPA of 3.0 or higher at the end of any term following their first PwC status, while they remain in PwC status.
- 2) If, after a first PwC status, students successfully raise their CPP and Overall GPA above the PwC threshold, but then their GPA falls below the threshold in a subsequent term.

All academically disqualified postbaccalaureate students shall be notified of their disqualification before the beginning of the semester following the assignment of that academic standing. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. The disqualification notification shall advise the student that the disqualification is to be effective immediately*. Failure to notify students does not create the right of a student to continue enrollment. Students will not be allowed to attend the semester following academic disqualification.

Students who do not attend two semesters consecutively in one calendar year are considered to have broken continuous enrollment status.

Students have the right to appeal their eligibility to enroll by completing the Disqualification Appeal Student Information Sheet available in the Registrar's Office.

Only in extraordinary circumstances, will appeals be considered. A successful appeal request is considered a reinstatement. However, no reinstatement petition or advising contract is required. Students may not appeal a second disqualification. Students who are disqualified at the end of the spring semester shall have until the end of the following fall semester to appeal.

Upon initial disqualification, students may request consideration for reinstatement only after presentation to the university of satisfactory evidence that they have improved their chances of scholastic success. The Petition for Academic Reinstatement must be filed in the Registrar's Office after approval by the student's major department chair and the college dean. After reinstatement, students

must maintain a grade point average of 2.0 or better each subsequent semester, and may take no more than 13 units until the overall and Cal Poly Pomona grade point average is 2.0 or better.

All Academically Disqualified postbaccalaureate students shall be notified of their disqualification before the beginning of the semester following the assignment of that academic standing. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. The disqualification notification shall advise the student that the disqualification is to be effective immediately. The disqualification notification shall include any conditions which, if met, will result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

Postbaccalaureate and graduate students will normally be ineligible for reinstatement or readmission after a disqualification. However, in exceptional circumstances, a student may be allowed to petition for reinstatement or readmission after a disqualification.

4.0 Administrative-Academic Disqualification

A postbaccalaureate student may be placed on administrative-academic probation for any of the following reasons:

- a) Withdrawal from more than two-thirds of a program of study in two successive semester or in any three semester. A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to Administrative- Academic probation for such withdrawal.
- b) Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 semester units of No Credit, when such failure appears to be due to circumstances within the control of the student.
- c) Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students (example: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program) .

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

5.0 Administrative-Academic Disqualification

A student who has been placed on administrative-academic probation may be disqualified from further attendance if:

- a) The conditions for removal of administrative-academic probation are not met with in the period specified.
- b) The student becomes subject to academic probation while on administrative- academic probation.

- c) The student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When a student has been placed on administrative-academic disqualification he/she shall receive written notification including an explanation of the basis for the action.

In addition, the Office of Academic Programs may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the specified date.

Discussion:

These updates to the disqualification policies are designed to reduce the paperwork and the burden on department chairs and not disqualify students so quickly. The primary change is that when a student is put on probation, if a student's semester GPA is above a 2.0 but their overall GPA is still under a 2.0, they stay on probation and are not placed on academic disqualification. In the past if a student could not get their overall GPA over 2.0, they could be placed on academic disqualification much sooner.

The motion to adopt AP-009-189, Academic Standing Policy Update, passed unanimously.

- c. [FA-007-189, Modifications of Policies 1328 and 1330 for Electronic Workflow Implementation – SECOND READING](#)

The second reading report for FA-007-189, Modifications of Policies 1328 and 1330 for Electronic Workflow Implementation, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/fa007189sr.pdf>.

Senator Von Glahn presented the report.

M/s to adopt FA-007-189, Modifications of Policies 1328 and 1330 for Electronic Workflow Implementation.

Recommendation:

The FAC recommends adopting these changes to policy 1328 and to the RTP evaluation form 1330.

[Policy 1328, Reappointment, Tenure, and Promotion Policy and Procedures](#), changes are located on the Academic Senate website at http://academic.cpp.edu/senate/docs/FA007189sr_3.pdf.

[Policy 1330, RTP Evaluation Form](#), changes are located on the Academic Senate website at http://academic.cpp.edu/senate/docs/FA007189sr_4.pdf.

Discussion:

These changes are required to accommodate electronic workflow for RTP, but does not require Interfolio so the language is generic enough to accommodate for any electronic workflow

software. These changes will move the campus, starting next academic year, into a fully electronic RPT workflow process.

The motion to adopt FA-007-189, Modifications of Policies 1328 and 1330 for Electronic Workflow Implementation, passed unanimously.

d. [EP-002-189, Update of the Academic Senate Constitution and Bylaws – SECOND READING](#)

The second reading report for EP-002-189, Update of the Academic Senate Constitution and Bylaws, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ep002189sr.pdf>.

The [bylaws changes](#) that accompany this report are located on the Academic Senate website at http://academic.cpp.edu/senate/docs/EP002189sr_1.pdf.

There is a [PowerPoint presentation](#) detailing the Elections and Procedures Committee recommendations located at <https://www.cpp.edu/~senate/documents/packets/2018-19/04.24.19/ep-report-senate-meeting-2019-03-27.pdf>.

Senator Puthoff presented the report.

M/s to adopt EP-002-189, Update of the Academic Senate Constitution and Bylaws.

Recommendation:

The Elections and Procedure Committee recommends the changes detailed in the [report](#) and incorporated in the [attached bylaws](#).

Discussion:

Senator Puthoff stated that the bylaws are how the Academic Senate manages its own internal affairs and the threshold for adopting changes to the bylaws only requires a vote of the Academic Senate body.

The motion to adopt EP-002-189, Update of the Academic Senate Constitution and Bylaws, passed unanimously with 33 ayes, zero (0) nays, and zero (0) abstentions.

e. [AP-002-189, Master Programs: Use of Culminating Experience Units – SECOND READING](#)

The second reading report for AP-002-189, Master Programs: Use of Culminating Experience Units, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap002189sr.pdf>.

Senator Small presented the report.

M/s to adopt AP-002-189, Master Programs: Use of Culminating Experience Units.

Recommendation:

The Academic Programs Committee recommends that in the University Catalog, Graduate Studies section, under the “General Requirements” heading between 9. and 10., a sentence be added in the Graduate Studies Section that reads: “Culminating Experience units cannot be used

to substitute for Core nor Elective units”.

Discussion:

This referral limits the number of units of culminating experience that can count towards degree requirements. This referral was generated mainly for students who are working on a project or a thesis that took longer than initially anticipated and must enroll in directed research/thesis courses for more semesters than originally planned, thus accumulating extra culminating experience units. There have been attempts to use these extra culminating experience units in lieu of other elective units. This referral disallows using extra culminating experience units for other elective units based on the fact that thesis research differs from elective courses. There have been no comments received since the first reading of the report.

The motion to adopt AP-002-189, Master Programs: Use of Culminating Experience Units, passed unanimously.

f. [AP-015-189, Discontinue Educational Multimedia Design Option in MA in Education – **SECOND READING**](#)

The second reading report for AP-015-189, Discontinue Educational Multimedia Design Option in MA in Education, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap015189sr.pdf>.

Senator Small presented the report.

M/s to adopt AP-015-189, Discontinue Educational Multimedia Design Option in MA in Education.

Recommendation:

The Academic Programs Committee recommends that the Educational Multimedia Design program be discontinued, with admission to the program being halted immediately but in order to support current and returning inactive students, formal course offerings continuing through the end of Spring Semester 2022, and student completing their MA projects no later than Spring 2023.

Discussion:

This program is being discontinued due to lack of resources and funding. The Department of Education has a plan to transition all students out of the program. The necessary courses will be offered for the next three years and the department will have faculty available to supervise students for one additional year. The plan gives students four (4) years to get through this program. There have been no comments or concerns raised since the first reading of this report.

The motion to adopt AP-015-189, Discontinue Educational Multimedia Design Option in MA in Education, passed unanimously.

g. [AP-003-189, BS Physics and Astronomy 2016-17 Program Review – **FIRST READING**](#)

The first reading report for AP-003-189, Physics and Astronomy 2016-17 Program Review, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap003189fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-003-189, Physics and Astronomy 2016-17 Program Review.

Recommendation:

The Academic Programs Committee commends the Department of Physics and Astronomy and the Dean's Office on a high-quality program, and the thoughtful review of ways to improve teaching effectiveness and scholarly activity.

Discussion:

Senator Small commented that this was a standard program review with broad concurrence between the department, the Dean's Office, and the external reviewers regarding the suggestions for action; the need for more space and more tenure-track faculty. Overall the fundamentals of the program were good. The reviewers encouraged more work to define what success in the major means and there is on-going work on that. The reviewers encouraged the department to work on improving internal communication.

The second reading of AP-003-189, Physics and Astronomy 2016-17 Program Review, is scheduled for the summer Academic Senate meeting.

h. [AP-013-189, New Social Work Minor – FIRST READING](#)

The second reading report for AP-013-189, New Social Work Minor, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap013189fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-013-189, New Social Work Minor.

Recommendation:

The Academic Programs Committee recommends approval of the new minor in Social Work.

Discussion:

This is a new minor from the department of sociology that uses courses that are already in place for other programs. Consequently, there will be no substantial of time and effort from offerings needed for other programs. There were no concerns raised from the department or the college. In addition, there were no concerns raised from other areas regarding any overlap in programs.

Provost Alva asked if the M.S. in Social Work is an accredited program and whether "social work" is a term that can be used broadly. She asked if a minor in social work provides a legitimate title from a licensure or credentialing standpoint. Her concern is to the campus should not communicate to the public a level of preparation that a minor may not have. Senator Wachs responded that the department does not have a social work major because the department cannot meet the licensure demands. This minor was designed to provide students an introduction to the field of social work.

Provost Alva asked if the term "social work" can be used for a minor in an accrediting and licensure context and explained that in her own experience this minor is termed "human services" or "social services" as opposed to "social work". Is Cal Poly Pomona the first campus to offer a social work minor in the CSU system? The Provost is concerned with the quality of academic

degree programs and what they communicate to the public in terms of the preparation that a student would have with a minor in social work. Her basic concern is that students in this minor would advertise themselves as social workers.

The second reading of AP-013-189, New Social Work Minor, is scheduled for the summer Academic Senate meeting.

i. [AP-014-189, Criminal Justice Minor Name Change to Criminology Minor – FIRST READING](#)

The second reading report for AP-014-189, Criminal Justice Minor Name Change to Criminology Minor, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap014189fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-014-189, Criminal Justice Minor Name Change to Criminology Minor.

Recommendation:

The Academic Programs Committee recommends approval of the semester program Minor in Criminology.

Discussion:

Senator Small stated that a degree in criminal justice generally has a specific meaning, usually for people preparing for law enforcement careers. What the committee learned during consultation is that the expertise of the faculty in Sociology is academic. This program enables the study of crime and phenomenon related to crime rather than specific preparation for a law enforcement career, so the name change to criminology more accurately captures the focus of the program. No concerns were raised during campus-wide consultation.

The second reading of AP-014-189, Criminal Justice Minor Name Change to Criminology Minor, is scheduled for the summer Academic Senate meeting.

j. [AP-017-189, New Emphasis in Lodging in the BS in Hospitality Management – FIRST READING](#)

The second reading report for AP-017-189, New Emphasis in Lodging in the BS in Hospitality Management, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap017189fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-017-189, New Emphasis in Lodging in the BS in Hospitality Management.

Recommendation:

The Academic Programs Committee recommends approval of the new emphasis in Lodging in the BS in Hospitality Management.

Discussion:

This is a new emphasis in the BS in Hospitality Management. Emphases are not subject to the same scrutiny as an option or a new major. The main concern of the committee was with the College of Business Administration because of potential overlap in coursework. No concerns were raised by the College of Business Administration or any other constituencies on campus.

The second reading of AP-017-189, New Emphasis in Lodging in the BS in Hospitality Management, is scheduled for the summer Academic Senate meeting.

k. [AP-018-189, New Emphasis in Food and Beverage in the BS in Hospitality Management – FIRST READING](#)

The second reading report for AP-018-189, New Emphasis in Food and Beverage in the BS in Hospitality Management, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap018189fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-018-189, New Emphasis in Food and Beverage in the BS in Hospitality Management.

Recommendation:

The Academic Programs Committee recommends approval of the new emphasis in Food and Beverage in the BS in Hospitality Management.

Discussion:

The committee consulted with the College of Business Administration and the College of Agriculture for concerns about program overlap. Neither college raised concerns in regards to this new emphasis.

Senator Davidov-Pardo commented that during consultation with the College of Agriculture one of his colleagues suggested that a nutrition class would be an important addition to this emphasis. Senator Small responded that he would take this feedback back to the Collins College of Hospitality Management.

The second reading of AP-018-189, New Emphasis in Food and Beverage in the BS in Hospitality Management, is scheduled for the summer Academic Senate meeting.

l. [AP-019-189, New Emphasis in Events and Meetings in the BS in Hospitality Management – FIRST READING](#)

The first reading report for AP-019-189, New Emphasis in Events and Meetings in the BS in Hospitality Management, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap019189fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-019-189, New Emphasis in Events and Meetings in the BS in Hospitality Management.

Recommendation:

The Academic Programs Committee recommends approval of the new emphasis in Events and Meetings in the BS in Hospitality Management.

Discussion:

The Academic Programs Committee conducted campus-wide consultation, as well as its own review of the program. No concerns were raised during consultation.

The second reading of AP-019-189, New Emphasis in Events and Meetings in the BS in Hospitality Management, is scheduled for the summer Academic Senate meeting.

- m. [GE-006-189, AMM 3650: Color Science-Principles and Applications \(GE Area B5 Synthesis\) – FIRST READING](#)
- n. [GE-007-189, AMM 3650L: Color Science-Principles and Applications Laboratory \(GE Area B5 Synthesis\) – FIRST READING](#)

The first reading reports for GE-006-189, AMM 3650: Color Science-Principles and Applications, and GE-007-189, AMM 3650L: Color Science-Principles and Applications Laboratory are located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge006189fr.pdf> and <http://academic.cpp.edu/senate/docs/ge007189fr.pdf> respectively.

Senator Ibrahim presented the reports.

M/s to receive and file GE-006-189, AMM 3650: Color Science-Principles and Applications, and GE-007-189, AMM 3650L: Color Science-Principles and Applications Laboratory.

Recommendations:

The GE Committee recommends approval of AMM 3650: Color Science-Principles and Applications and AMM 3650L: Color Science-Principles and Applications Laboratory.

Discussion:

This is a new 2- unit lecture course with a corequisite 1-unit laboratory submitted by Apparel Merchandising and Management for GE Area B5. The GE Committee evaluated the ECO of this course, its objectives, how it meets the relevant GE student learning outcomes, the methods of assessment, and other relevant details and found it to meet the requirements of GE Area B5. The GE Committee also consulted members of the Art Department in the College of Environmental Design for any impact or duplication, and there seems to be none.

Provost Alva inquired if the pre-requisites for the course and corresponding laboratory are within general education. Senator Ibrahim responded that none of the pre-requisites are outside of general education. He went on to state that the GE Committee does not accept or recommend any GE courses that have pre-requisites outside of GE.

The second readings of GE-006-189, AMM 3650: Color Science-Principles and Applications, and GE-007-189, AMM 3650L: Color Science-Principles and Applications Laboratory, are scheduled for the summer Academic Senate meeting.

o. GE-010-189, GSC 2700: The Age of Dinosaurs (GE Area B2) – FIRST READING

The first reading report for GE-010-189, GSC 2700: The Age of Dinosaurs, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge010189fr.pdf>.

Senator Ibrahim presented the report.

M/s to receive and file GE-010-189, GSC 2700: The Age of Dinosaurs.

Recommendation:

The GE Committee recommends approval of GE-010-189, GSC 2700: Age of Dinosaurs.

Discussion:

This is a new course submitted by Geological Science department for GE Area B2 which is biological sciences. The ECO was written by a biologist who teaches geological science. The GE Committee also consulted members of the Biological Sciences Department for any impact or duplication. The Biological Sciences and Geological Sciences Departments worked out possible objections, and the ECO was modified accordingly.

There was a question on whether this course should be in GE Area B5 since the course has a biology focus but is proposed by the geology department. Perhaps the interdisciplinary work fits better with B5. Senator Ibrahim responded that unfortunately the course does not meet the requirements of B5 because it does not synthesize the lower divisions and does not have any primary sources. He stated that GSC 2700 is designed to be an elementary, introductory type course.

Chair Shen asked if the possibility of cross-listing this course has been raised. Senator Ibrahim responded that this has not been suggested.

The second reading of GE-010-189, GSC 2700: Age of Dinosaurs, is scheduled for the summer Academic Senate meeting.

4. New Business

a. Academic Senate Chair and Vice Chair Elections

Senator Puthoff, Chair of the Elections and Procedures Committee, conducted the election for the Senate Chair and Vice Chair.

The candidate for Chair is Phyllis Nelson from the College of Engineering who has accepted the nomination. M/s/p to elect the Academic Senate Chair by a voice vote. By acclamation Phyllis Nelson was elected Academic Senate Chair for 2019-20.

The candidate for Vice Chair is Sharyn Fisk from the College of Business Administration. M/s/p to elect the Academic Senate Vice Chair by a voice vote. By acclamation Sharyn Fisk was elected Academic Senate Vice Chair for 2019-20.

b. Executive Committee Nominations

Senator Puthoff, Chair of the Elections and Procedures Committee, stated that the Executive

Committee is reconstituted every academic year. The election will take place on May 8, 2018. The following is the procedure for election of the Executive Committee.

Article III, Section 11 of the Constitution states:

The Executive Committee of the Academic Senate shall consist of the Chair, the Vice Chair, one Senator representing each college or school, one Statewide Senator, and one Senator from other Unit 3 areas specified in Article III, Section I, B, and C. The Senate may vote to include the immediate past chair as a voting member of the Executive Committee, provided that the immediate past chair is a member of the Senate. Members of the Executive Committee must be Unit 3 members and should be tenured.

A. Election of the Executive Committee shall occur after the seating of new Academic Senators at the last regularly scheduled Academic Senate meeting of the Spring Term.

B. The nomination of candidates for the Executive Committee shall commence at 9:00 am on the day of the first regularly scheduled Academic Senate meeting in the month of April (April 24, 2019). Nominations, in writing, will be accepted in the Academic Senate Office until 12:00 p.m. on the day of the last regularly scheduled Academic Senate meeting of the Spring Term (May 8, 2019). At the last regularly scheduled Academic Senate meeting of the Spring Term, floor nominations shall be accepted, but only after the seating of new Academic Senators.

C. At the election, candidates for the Executive Committee shall have the opportunity to present a short statement.

The following nominations were received:

- CSU Statewide Senator – David Speak
- Don B. Huntley College of Agriculture – Gabriel Davidov-Pardo
- CLASS – Jill Hargis
- Science – Lisa Alex, Senator Alex did not accept the nomination from the floor
- CEIS – Jocelyn Pacleb
- Library/Related Areas – Julie Shen
- College of Engineering – Angela Shih
- College of Environmental Design – Alexander Ortenberg

Senator Puthoff reminded the body that nominations, in writing, will be accepted until 12:00 p.m. on May 8, 2019. At the May 8, 2019 Academic Senate meeting, floor nominations will be accepted after the seating of the new senators.

5. Discussion

a. Academic Manual Update

The PowerPoint presentation for the Academic Manual Update is posted on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2018-19/04.24.19/04.24.19.shtml>.

Cassandra Horner, Academic Senate Administrative Support Coordinator, demonstrated that functionality of the new on-line academic manual. The Academic Manual is located on the website at <https://www.cpp.edu/~academic-manual/index.shtml>. The Academic Manual is an on-line central repository for all academic policies at Cal Poly Pomona. It contains academic policies that have come into existence as a result of the shared governance structure at Cal Poly Pomona.

Through the diligent work of the Academic Senate, a system of categorization was proposed for academic policies. This system categorizes policies by broad functional areas and assigns blocks of policy numbers to each area. The areas included in the Academic Manual are:

Policy Numbers	Area
100 – 200	Organization and Shared Governance
1000 – 1099	Academic Organization and Services
1100 – 1199	Curricular Policies
1200 – 1299	Research and Instructional Support
1300 – 1399	Academic Personnel Policies
1400 – 1499	Academic Standards and Regulations
1500 – 1599	General Policies
1600 – 1699	Grading and Student Affairs

Ms. Horner detailed the following functions of the on-line Academic Manual (see picture):

The screenshot shows the 'Academic Manual Home' page. On the left is a navigation menu with links like 'Academic Manual Home', 'Search Academic Manual', and 'Academic Manual Team'. The central area has a large blue button labeled 'Academic Manual' with a book icon. Below the button is a table of policy numbers and areas, and a note about the manual's development. On the right is a 'Related Links' section with links to 'Academic Senate', 'University Catalog', 'University Policies', 'Delegations of Authority', 'CSU Executive Orders', 'CFA Contract', and 'Academic Planning and Resources'. The footer contains contact information for Cal Poly Pomona and various policy links.

- Home Column (**Left**) – Navigates the search within areas of the Academic Manual, Search Academic Manual, and the Academic Manual Team.
- Search Column (**Middle**) – Displays the results from the clicked policy in the Academic Manual Home column (on the left).
- Related Links (**Right**) – Consists of active links to the Academic Senate, University Catalog, University Policies, Delegated of Authority, CSU Executive Orders, CFA Contract and Academic Planning and Resources

The on-line academic manual utilizes broad functional areas and assigns blocks of policy numbers to each area and consists of active links to a numeric sequence of academic policies located within a categorized framework. Ms. Horner demonstrated that the on-line manual easily allows the user to go from a designated group of policies to select the policy they are interested in. Once a designated group is selected, the user is presented with a list of policies, their associated senate reports, and the point of contact for the policy.

1393 - 1399 | Compensation and Workload

Policy	Title	Senate Report	Contact
1393	Overtime	UM 309.53	AVP Faculty Affairs
1394	Faculty Office Hours Policy	AS-2443-134-FA	AVP Faculty Affairs
1395	Honoraria	UM 309.62	AVP Faculty Affairs
1396	Additional Employment Compensation	UM 309.7	AVP Faculty Affairs
1397	Faculty Workload	UM 302	AVP Faculty Affairs
1398	Compensation from Source Other Than University	AS-2353-910-FA	AVP Faculty Affairs
1399	Exceptional Assigned Time	AS-2471-145-FA	AVP Faculty Affairs

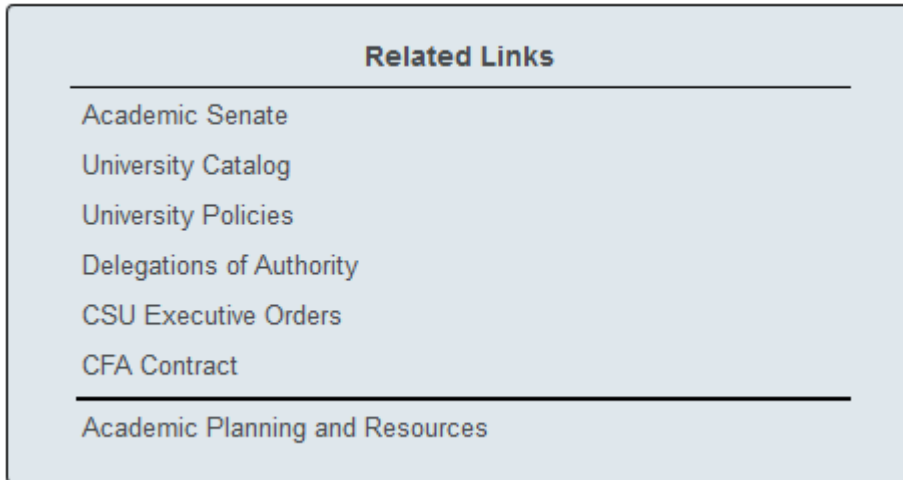
1393 - 1399 | Compensation and Workload

The on-line Academic Manual provides a search feature. This functionality allows the user to conduct keyword searches within the Academic Manual and subfolders therein for related results. The results found in the middle column consists of active links, which takes the user straight to the document of choice.

Search Academic Manual

Search policies within the Academic Manual.

The Related Links area guides the user directly to the Academic Senate, University Catalog, University Policies, Delegations of Authority, CSU Executive Orders, CFA Contract and Academic Planning and Resources home pages. University Policies are accessible from the link as well. Their policies are organized by division: Administrative, Academic, Facilities, Financial, Alumni and Donors, and Information Technology.



The following are the members of the Academic Manual Team:

- Diane Gonzalez, Executive Assistant to the Provost, x 4051 dianeg@cpp.edu
- Casandra Horner, Administrative Support – Academic Planning, x 2193 clhorner@cpp.edu
- Marissa Martinez, Executive Assistant to the Associate Provost, x 3933 mmmartinez1@cpp.edu
- Richard Leonard, Information Technology Consultant – Academic Programs, x 3144 rmlleonard@cpp.edu
- Dr. Sep Eskandari, Associate Provost, x 4182 seskandari@cpp.edu

Ms. Horner stressed that the online manual is the authoritative source for all academic policies, therefore policies that are stored on other websites in PDF format may be outdated.

President Coley applauded the team for their hard work and asked that Dr. Eskandari send the active link and presentation materials to the Associate Vice President for Strategic Communication and Marketing, Tim Lynch. This information should be provided to the entire campus.

There was a request that a link be provided to enable the entire manual to be downloaded as a PDF. Dr. Eskandari responded that this was not available but would be taken under advisement by the team. Dr. Eskandari added that the goal is to add all existing policies to this online repository. He commented that this project has been ten (10) years in the making and that in 2010 the Academic Senate appointed a committee whose objective was to create a central repository for university policies.

Provost Alva stated that this is an incredible resource for the campus and asked if this can be highlighted from the home page of the Cal Poly Pomona website so it is easy to find and use.

b. [Campus Response to ASCSU GE Task Force Report](#)

The draft of the campus response to the ASCSU GE Task Force Report is located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2018-19/04.24.19/ge-committee-response-ascsu-ge-tf-report.pdf>.

Senator Ibrahim summarized that the GE Committee reviewed the ASCSU Task Force report along with the minutes of the Town Hall Meeting and the on-line survey feedback results, both located on the Academic Senate website at <https://www.cpp.edu/~senate/documents/packets/2018-19/04.24.19/04.24.19.shtml>, and drafted a response to the report.

Senator Ibrahim read the following response to the body:

On March 21, 2019, the Chair of the Academic Senate at Cal Poly Pomona charged the General Education Committee with drafting our Campus response to the ASCSU General Education Task Force Report. The General Education Committee consulted several documents to draft this response: the ASCSU GETF Recommendations, the minutes of the GE Town Hall meeting of 3/7/2019 and Campus online comments, Open Letter to the ASCSU from CSU Chairs of History and Political Science Departments, letter from the Executive Committee of the California History/ Social Science Project, and a letter from the History Department. The Committee's observations are as follows:

1. **The ASCSU General Education Task Force report is a radical solution in search of a problem, based on unfounded assumptions.** While it is true that the General Education framework of the CSU has not been drastically overhauled in the past half century, the report insinuates that General Education in the CSU is an ossified relic, frozen in much the same form as it was at its inception. Such a claim suggests an ignorance of the recent history of the program. In the past ten years the System-wide GE program has been the subject of serious alterations to bring it into line with AAC&U's LEAP initiative. Far from being a fossilized and inert program GE in the CSU has adapted to major changes in higher education and remains current in content and in modalities of instruction. The GE program at Cal Poly Pomona, for example, contains all the best practices that the report advocates. The report, furthermore, provides no convincing justification as to why the continued adaptation of this program is less desirable than the radical restructuring they propose.
2. **We recognize that we are one campus among a 23-Campus system.** This does not mean, however, that we are all the same or that we should be the same. Each campus is responsible for its curriculum within the broad structure articulated by the Executive Orders. Outside efforts to homogenize the various campuses in the CSU is counter-productive and denies campus autonomy.
3. **The proposed removal of double-counting of courses in GE fails to consider the effect this will have on majors and programs.** While the reasons given by the report for the removal of double-counting are understandable, and appear reasonable at first glance, they ignore some fundamental realities about the way majors and programs are structured and implemented on the various CSU Campuses. As the number of units for all majors are capped by Executive Order, double counting has become necessary in order to allow students to take the courses they need while fulfilling GE requirements. If double-counting were removed, numerous majors would have to drastically restructure their curriculum, potentially at the expense of their accreditation. Furthermore, students within these majors would now be expected to take extra units to fulfill their GE requirements in addition to fulfilling their major course work. This would have the combined deleterious effect of both unfairly penalizing the majors in the affected disciplines, while the requirement to take extra units would delay their graduation and therefore is inimical to the goals laid out for Graduation Initiative 2025. In addition to the cost and time to degree, elimination of double counting would make some programs, such as the pre-credentialing programs, virtually impossible to run since many of the requirements are folded into General Education. Additional expense will also be incurred by the recommendation that certain topics, such as information literacy, be integrated into all Essential Skills classes. The recommendation does not provide guidelines for such a process nor does the report provide the sources of funding for such efforts.
4. **Departments and programs reliant on GE will suffer disproportionately from this radical restructuring.** The new framework eliminates several established General Education subareas, (as well as totally dissolving GE Area E), leaving several departments and programs with no established

home in a new GE program. The dislocation of these courses within the GE program will likely lead to a scramble by departments and programs to embed their courses into the newly established areas, resulting in an unnecessary increase in inter-departmental rivalry as the same number of parties struggle over pieces of a drastically re-sized and reapportioned pie. Furthermore, the elimination of the Lifelong Learning area from General Education (Area E) removes a significant number of courses from General Education that epitomize its key value, that the things one learns as a university student are designed to enrich and inspire one's life far beyond one's graduation. Elimination of Area E with its emphasis on life-long learning is counter to the purpose of General Education altogether.

5. **The proposed Disciplinary Perspectives section is too narrow.** Requiring only 15 units (one course in the Arts, Humanities, Social Sciences, Life Sciences and Physical Sciences) leaves students with only the barest understanding and appreciation of a single facet of these complex and rich areas of study. A single history course cannot be said to provide a student with a full appreciation of the theory, methods and modes of inquiry in the humanities any more than a single Political Science course could be said to do so for the Social Sciences. Calling this section "disciplinary perspectives" is deceptive and disingenuous at best since one course is woefully insufficient to expose students to a variety of disciplines and different ways of knowing. The implementation of such a model of General Education encourages a "box-checking" approach that undermines the meaning and purpose of General Education, a practice that the recommendation is ostensibly against
6. **The recommendation claims that American Institutions requirement (AI) has been folded into General Education as an innovation and thus saving on GE units.** This is blatantly not true since the practice has been to count AI as part of GE as EO 1100R and its precursors allowed. The GE Task Force recommendation contravenes Title 5 of the California Education Code and EO 1061 that allows up to six units (two courses) to implement this statute. One course in "democracy in the U. S." is so inadequate, especially in these times.
7. **Finally, while the task force report suggests some interesting ideas, it fails to understand some of the key motivations that guide student selection of GE courses.** To provide a single example, the proposal of GE pathways to provide coherence to a student's GE experience is a good idea, and one that is currently utilized at CSU Chico. However, as administration at our sister campus will also note, the students generally don't complete their pathways, as the exigencies of needing courses and units that work with their schedules trump their desire for a coherent experience.

The ASCSU General Education Task Force has submitted a bold plan to reform GE on a system-wide basis. While we disagree with their proposal, we recognize that it came from an urgent sense of concern about the continued relevance of General Education and a desire to ensure that it continues to play a role in the lives of our students for years to come. We agree that students and others outside of academia often do not appreciate the purpose of General Education and that a better job ought to be done emphasizing the importance of this program to both students and faculty. The value and purpose of GE, furthermore, could be emphasized during university orientation of incoming freshmen. Justifying GE to these groups will be significantly easier under our current, well established and flexible system, rather than an experimental and potentially expensive system that has not proven its worth.

Chair Shen thanked Senator Ibrahim and the GE Committee for taking on this task and for crafting a well-written and thoughtful response. She asked that all senators take the time to read the response and take the time to look at the primary sources quoted in the response. The Academic Senate will be voting on sending this response to the ASCSU at the first meeting in the fall.

c. [Faculty Athletic Representative Report](#)

The Faculty Athletic Representative Report is located on the Academic Senate website at

<https://www.cpp.edu/~senate/documents/packets/2018-19/04.24.19/far-senate-report-april-2019.pdf>.

Academic Senate Chair Shen introduced the new Faculty Athletic Representative (FAR) Dr. Laura Chase. Dr. Chase is the Kinesiology Department Chair.

Dr. Chase reported that she has the responsibility of monitoring student athlete GPAs and their progress towards degree for each term. The cumulative GPA of all current student athletes, including fall 2018, is 3.10. The fall semester 2018 GPA for all student athletes was 3.01. Over 57% (129 out of 226) of the athletes earned a 3.0 or higher GPA and 23% earned Dean’s List recognition for fall 2018.

The following chart shows each teams’ performance against the overall undergraduate student population GPA.

Team	F18 GPA SA	F18 GPA CPP	+/-
Women’s Volleyball	2.99	2.84	+
Women’s Basketball	3.04	2.84	+
Women’s Track	3.12	2.84	+
Women’s Cross Country	2.86	2.84	+
Women’s Soccer	3.23	2.84	+
Men’s Soccer	2.72	2.84	-
Men’s Track	3.14	2.84	+
Men’s Cross Country	2.91	2.84	+
Men’s Baseball	2.96	2.84	+
Men’s Basketball	2.80	2.84	-

Dr. Chase shared that one of her responsibilities as FAR is looking at progress towards degree and although she has not had the chance to look into this aspect vigorously, the number suggest that the vast majority, over 95%, are making the appropriate progress towards their degrees.

There were five (5) minor NCAA violations during the 2018-19 academic year. This is a little higher than in previous years and Dr. Chase stated that the violations were very minor and were rectified very quickly.

Dr. Chase expressed her appreciation to the Academic Senate for their help in considering the scheduling needs of student athletes by giving them priority registration.

The April 24, 2019 Academic Senate meeting adjourned at 4:55 p.m.