

Minutes

of the Academic Senate Meeting
February 16, 2021

- PRESENT: Aguilar, Amamra, Aragon, Barding, Chase, Chen, Corley, Davidov-Pardo, Fallah Fini, Gad, Guerrero, Gonzalez, Kumar, Kwok, Lee, Lloyd, Milburn, Monemi, Moore, Myers, Ortenberg, Pacleb, Puthoff, Quinn, Shen, Small, Snyder, Soper, Speak, Urey, Vallejo, Von Glahn, Wachs, Welke
- PROXIES: Senator Guerrero for Senator Van
- ABSENT: Flores, Osborn
- GUESTS: J. Aguilar-Hernandez, A. Baski, J. Brown, J. Chong, B. Davila, L. Dopson, K. Forward, H. Gilli-Elewy, B. Givens, T. Gomez, J. Hargis, C. LaMunyon, A. Larrabure, I. Levine, E. Lopez, L. Massa, J. McGuthry, S. Oldak, E. Rolland, L. Rosa Millar, S. Padilla, L. Rotunni, B. Quillian, M. Sancho-Madriz, T. Taylor, J. Wagoner,

Chair Pacleb called the meeting to order and welcomed new senators Abdelfattah Amamra, from the College of Science and Mario Guerrero, from the College of Letters, Arts, and Social Sciences.

1. Academic Senate Minutes – December 1, 2021

M/s to postpone the December 1, 2021, Academic Senate meeting minutes to the March 9, 2022, Academic Senate meeting.

The motion to postpone the minutes passed unanimously.

2. Information Items a. Chair's Report

Chair Pacleb welcomed everyone to the Academic Senate meeting by wishing them a happy new year, happy lunar new year, and happy Black History Month.

Chair Pacleb informed the body that the remainder of the Academic Senate meetings will be held virtually except for the May 11th meeting which will be held in person. The last meeting of the academic year is mainly ceremonial followed by the celebration of retiring faculty at the emeritus reception immediately following.

Academic Senate elections will take place soon. Chair Pacleb added that committee chairs should remind non-senators that the term for standing committees is one year and interested individuals will need to re-apply for standing committees.

b. President's Report

President Coley stated that with the temporary move to virtual instruction for the first two weeks of the semester, faculty have once again showed an unwavering commitment to students. President Coley expressed her sincerest appreciation for the faculty's ongoing resilience, commitment, and determination.

President Coley shared that the Board of Trustees is meeting on February 17, 2022, to discuss Title IX matters regarding the alleged accusations against Chancellor Castro and it is anticipated that there will be a call for a formal investigation.

President Coley remarked that since the last time the Academic Senate met, she had the privilege of announcing the appointment of Dr. Jennifer Brown as Cal Poly Pomona's next Vice President for Academic Affairs and Provost. Dr. Brown comes to the campus after having held senior leadership roles at the University of California, Riverside and Oregon State University. President Coley stated that Dr. Brown's established record of success in supporting faculty and students, promoting innovation, and teaching and learning, and fostering inclusive along with her own achievements as a researcher and scholar made her a clear choice to lead CPP's academic enterprise. She has already begun to engage with the campus but will begin her tenure on April 1.

President Coley thanked Dr. Levine for the leadership she has provided as Interim Provost. On April 1, Dr. Levine will transition from Interim Provost to the role of Special Assistant to the President. While this move will assist in the smooth transition of leadership in Academic Affairs, it is mainly to assure that the RTP process moves forward without undue hindrance or delay. In accordance with campus policy, Dr. Levine will continue to oversee appointment, tenure, and promotion process to ensure continuity during the current RTP cycle. Dr. Levine will also conduct equity focused salary analysis that is conducted each year.

Dr. Levine will also oversee the staff and management performance review process within the division. She will also continue to provide leadership for several institutionally significant initiatives underway, including work with the department chairs to assure consistency of training and access to support and resources. Furthermore, she will support the onboarding of our newly recruited Deans in four colleges and will also be involved in this year's commencement ceremonies.

President Coley commented that there are currently four (4) active dean searches. The Search Committee for the Dean of Environmental Design is close to selecting finalist and scheduling campus visits. The Search Committee for the Dean of Engineering is considering candidates for semi-finalists. The search committees for the Dean of College of Business Administration and the Dean for the College of Education and Integrative Studies have been formed and will be meeting soon.

This work is playing a role in the next WSCUC visit. The need to feel vacant leadership positions was posited by WSCUC Review Committee as an opportunity for the campus to improve. Considering these current searches, WSCUC agreed to move their special visit from spring 2023 to fall 2023. This allows the filling of critical roles and provides some time for acclimation at Cal Poly Pomona, before hosting the WSCUC reviewers. Likewise, this means that the campus report will not be submitted to WSCUC until late spring 2023.

The President mentioned that the new semester has started since the last time the Academic Senate met. As documented by the La County Department of Public Health, Covid positivity rates in the county continue to decline. In terms of the campus, as of Monday, February 14, 2022, the positivity rate is at 2.46%. A little over a month ago the campus positivity rate was 25%. President Coley stated that this is welcome news. In terms of safer return efforts, the President was pleased to report that there was tremendous response to the campus pop-up vaccination clinics hosted on January 25 and February 15, 2022.

President Coley shared a couple items from the January Board of Trustees Meeting:

- Humboldt State University officially changed their name to California State Polytechnic University, Humboldt, or Cal Poly Humboldt. This change recognizes the value of a polytechnic education. The change was reported widely in the media, including the *Los Angeles Times*. Cal Poly Pomona was mentioned each time and overwhelmingly reporting noted the role of experiential learning and lifelong success as central components of a polytechnic education.
- The Trustees honored four (4) faculty across the CSU with the esteemed Wang Family Excellence Award. This award honors individuals who, through extraordinary commitment and dedication, have distinguished themselves through exemplary contributions and achievements. Cal Poly Pomona's own Dr. Don Edberg from the department of Aerospace

Engineering won the *Outstanding Faculty Teaching Award*. Dr. Edberg has been a faculty member at the university for 20 years. From developing the department's astronautics program, to facilitating student interactions with practitioners, to advising 120 design teams in aircraft and spacecraft competitions. President Coley stated that Dr. Edberg epitomized the highest ambitions as a faculty member at Cal Poly Pomona.

President Coley communicated that Dr. Winny Dong, from Chemical and Materials Engineering and the faculty director of the Office of Undergraduate Research, is a recipient of the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. Dr. Dong is one of 12 award individual recipients across the country that President Joe Biden named Wednesday to receive the nation's highest honor for mathematics and science mentors.

c. [Provost's Report](#)

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2021-22/02.16.22/final_provosts_report_to_academic_senate_2022-02-16.pdf.

Provost Levine explained that the campus positivity rate continues to gradually decline, however, with the increase in campus density, this will continue to be monitored carefully. The state of California has had a 75% decline in Covid-19 cases over a 7-day average a 40% decrease in hospitalizations, and a 72% drop in the 7-day average positivity rate within the last month. She also stated that the State of California is lifting its universal mask mandate for indoor public places at the end of this week. This lifting of the mask mandate only applies to counties who do not have mask mandates of their own, such as San Diego, Orange County, Riverside, and San Bernardino counties. Los Angeles County will still retain indoor mask orders until there is a steady decline in cases and hospitalizations.

Cal Poly Pomona students who remained out of compliance with original Covid-19 vaccination policy, lost access to Canvas on February 4, 2022. These are the students who took absolutely no action to-date. Provost Levine reported that only 41 students fall into this category. There was a targeted email sent to the students on January 21. Once a student takes one action out of the three offered, upload their vaccination record, request a religious or medical exemption, their Canvas access will be restored.

The CSU is requiring vaccine boosters by February 28, 2022, or within 30 days of an employee's eligibility. For Moderna or Pfizer, the eligibility is five months after the last dose. For Johnson and Johnson eligibility is at two months. It is important to note that *non-represented* employees will be subject to disciplinary actions if they do not comply and *represented* employees will be subject to discipline once the Meet and Confer process has been completed. Conditions are the same for the faculty, disciplinary actions can be taken after the Meet and Confer process has been completed.

Provost Levine went over the following new risk mitigation strategies:

- The CSU requires boosters by February 28, 2022
- Los Angeles County Department of Public Health (LACDPH) requires once weekly testing for those persons not up to date on vaccines
- As of January 17, LACDPH requires higher grade masks for all institutes of higher education employees
 - Well-fitting medical grade surgical mask
 - KN-95/KF-94
 - N-95
 - Cloth and non-medical surgical masks are not allowed

Given the number of changes in the Department of Education last year, program modality has had to be considered in significant ways over the last several months. Program modality is defined by the Department of Education and is approved by WSCUC. There are two gap categories of modality:

- On-site - meaning the majority of the curriculum is offered in face-to-face instruction
- Distance – meaning that the curriculum includes significant offerings of online instructions

Provost Levine explained that because of how modality is measured, starting in fall 2022, all undergraduate programs will be approved as *distance* by WSCUC, while continuing to be listed as *face-to-face* with the Chancellor's Office. This means that students will apply to and expect a primarily *face-to-face* program. To ensure this, a set of scheduling rules has been put in place for the next academic year and the Academic Senate has been asked to consider these rules and approve a more permanent set for the future.

Graduate programs, not already approved to be offered fully online, must offer the majority of their curriculum in face-to-face instruction, or apply to change the program to be a hybrid or fully online program.

The Chancellor's Office (CO) for the California State University System has directed campuses to manage campus enrollment to within 5% of the CO funded FTES target within 3 years. At this point, Cal Poly Pomona is projected for the 2021-22 calendar year to be 20% ^{above} our funded FTES target. Enrollment Management, working with Administrative Affairs, examined several enrollment reduction scenarios to get the campus to that goal. It has been decided, and the President has approved, the use of a Consistent Cohort model, which reduces new student enrollment with a consistent class size each year.

Provost Levine went over the following numbers for the next three (3) years:

Reduction with Consistent Incoming Class Size				
College Year		2022-23	2023-24	2024-25
Resident Headcount		25,742	24,580	23,666
Non-Resident Headcount		750	750	750
CY Total Headcount		26,492	25,330	24,416
Year-to-Year Change		-5.76%	-4.39%	-3.61%
2021-22				
New First-Time Freshmen	3,463	3,100	3,100	3,100
New Fall Transfers	3,274	3,000	3,100	3,100
New Spring Transfers	77	-	-	-
Expected Average Unit Load		12.66	12.66	12.66
CY Total FTES		22,354	21,374	20,603
CY Resident FTES		21,722	20,741	19,970
CY Non-Resident FTES		633	633	633
CSU Resident CY FTES Target		19,653	19,653	19,653
Campus % above CSU Target		10.5%	5.5%	1.6%

The **Resident Headcount** number is the number that the university is being funded at over the next three years. As shown on the chart, the number of new first-time freshmen and fall transfers will be reduced as compared to 2021-22. This plan would bring the campus to a projected 1.6% above the

CSU target by 2024-25.

This model provides stability of the incoming class to all college to plan course offerings, faculty needed, and budget for predictable needs. It also provides a very clear message to partner institutions, especially the community colleges, on availability of space for incoming students. As the Chancellor's Office target increases, the size of the incoming cohort can gradually increase, avoiding overcorrections in the future. It is important to note that the spring term will no longer be open for new transfer admits, instead spring will be used to focus efforts on the GI 2025 initiative of re-engaging and re-enrolling underserved returning students.

Provost Levine announced that Anastasia Rutherford is the New Director in the Office of Research and Sponsored Programs. She will focus on practices, efficiency, and compliance. There were 57 applications for the Research, Scholarship, and Creative Activity (RSCA) awards. The Chancellor's Office provided \$132,697 for awards that will be announced soon.

In the area of Student Success, Equity, and Innovation, Provost Levine was happy to announce that Cal Poly Pomona is one of 16 CSUs and one of 45 Institutions to receive the inaugural California4All Service Corps grant. The grant will provide students the opportunity to gain valuable work experience and make a positive impact in their communities, while simultaneously earning money to help pay for their education. Students who complete a year of service will receive \$10,000 (\$7,000 stipend/living allowance, plus a \$3,000 Education Award). This is the first statewide service program available to AB540 eligible Dreamers.

The call for spring 2022 progress reports will come to faculty on February 24 and March 24. Provost Levine highly encourages faculty to take part in this because they are so important to engaging students and being able to help them as they move towards their goals for student success.

The summer completion grant program has begun to reach out to students who are within 9 units to degree and can finish their remaining degree requirement in summer 2022. Students can apply for a grant for tuition/fees and books. This is an amazing program for students who are very close to graduating and want to be able to complete their degree within the summer term.

Under the leadership of President Coley there has been a concerted effort to develop a *Career and Professional Readiness Model* that will prepare students for the future of work and human and civic engagement. The model aims to intentionally embed career and professional readiness competencies in curricular and co-curricular student experiences. Dr. Sawyerr, Associate Vice President of Academic Innovation, is leading the institutionalization of this initiative, which is aligned with both the strategic and academic master plans. More importantly, this model provides a way for the campus to achieve **Strategic Plan Initiative #3** – Prepare students for the future of work and human and civic engagement.

Provost Levine informed the body that the Career Center is moving from Student Affairs to Academic Affairs, where it will be housed in the Office of Academic Innovation in Student Success, Equity, and Innovation effective March 1, 2022. Tracee Passeggi will serve as the permanent director of the Career Center and will report to Dr. Sawyerr, AVP Academic Innovation.

The Clothes Closet will remain in Student Affairs and will become part of the Basic Needs Initiative. Student employment and the work study program will stay in Student Affairs. There will be many future opportunities to engage with internal and external stakeholders regarding this model and the integration of Student Affairs. Dr. Sawyerr has already been meeting with deans, associate deans, and department chairs and has received strong support for this model.

Question: Is the Chancellor's Office directive to manage campus enrollment to within 5% of the CO funded FTES target within 3 years a change in direction? It was thought in the past that the only way to grow the budget was to increase enrollment. Is this an accurate assessment?

Response: President Coley responded that when the campus transitioned from quarters to semesters, the Chancellor's Office pulled back on an FTS target. A couple things are happening now, there has been a significant drop in community college enrollment and in the Northern California campuses there has been a decline in their ability to make target. With the more recent allocation of enrollment, and CPP being considered a high demand campus, and in trying to meet that demand what is being recognized is that as a system, the CSU system is trying to enter a compact with the Governor, and with a commitment that if we make a target the campus will receive a certain amount of funding. With the lesser demand from the community college enrollment and with the agreement with the Governor, we are going to look, this year, at enrollment, at demand, at where there is opportunity for growth, and AB 928, Student Transfer Achievement Reform Act of 2021, is on the horizon and it is unsure how general education being housed in community colleges is going to impact our campus.

M/s/p to move time certain for committee reports after informational items.

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

The Vice Chair's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2021-22/02.16.22/2022.02.16_report_status_summary.pdf.

NEW REFERRALS: (10)

AA-010-212	Name Change of the College of the Extended University
AA-011-212	Allowing Credential Students Equitable Participation in CPP Graduation Ceremonies
AA-012-212	Class Scheduling Rules
AP-029-212	Program Review for BS Geology and MS Geology
AP-030-212	Program Review for MS Regenerative Studies
AP-031-212	Program Review for MS Engineering Management
AP-032-212	Program Review for MS Hospitality Management
FA-007-212	Reconcile Policies on Faculty Office Hours
FA-008-212	Amend Policy 1375 and Form 1376
GE-024-212	Mass Incarceration (GE Synthesis D4)

SENATE REPORTS FORWARDED TO PRESIDENT: (5)

AS-2952-212-AA	Update Accommodations of Military Students' Service Obligations Policy 1454
AS-2953-212-AA	Changes to Commencement/Graduation Ceremonies
AS-2954-212-AA	Posthumous Degree Policy
AS-2955-212-AA	Academic Standing Updates
AS-2956-212-AA	2022-23 Academic Calendar

PRESIDENT RESPONSES TO SENATE REPORTS: (11)

AS-2909-201-FA	Revision to Policy 1310 - Management Personnel Plan (MPP) Appointments
AS-2946-212-AP	Emphasis Name Change from Marketing Research to Consumer Insights and Analytics in the BS in Business Administration – Marketing Management Option
AS-2947-212-EP	Elections for Senators with Multiple Candidates from Same Department
AS-2948-212-AA	Program Review for BA Psychology and MS Psychology
AS-2950-212-FA	Update to Policy 1394: Office Hours Policy
AS-2951-212-FA	Review of Policies 1206 and 1207
AS-2952-212-AA	Update Accommodations of Military Students' Service Obligations Policy 1454
AS-2953-212-AA	Changes to Commencement/Graduation Ceremonies

AS-2954-212-AA Posthumous Degree Policy
 AS-2955-212-AA Academic Standing Updates
 AS-2956-212-AA 2022-23 Academic Calendar

e. ASCSU Report

Senator Urey reported that the ASCSU has been working on responding to AB 928, Student Transfer Achievement Reform Act of 2021, which requires community colleges, the CSU system, and the UC system to collaborate to define a single GE pathway. The pathway can only have 34 lower division units and currently CPP has 39. The ASCSU is working on getting input from faculty through the following portal which also provides additional information on AB 928:

https://www.calstate.edu/csu-system/faculty-staff/academic-senate/Pages/ASCSU_AB928_Feedback.aspx

Senator Urey reported that ASCSU Committees met and were asked to respond to the situation that Chancellor Castro finds himself in by failing to appropriately respond to the complaints at Fresno State against former Vice President of Student Affairs, Frank Llamas. She added that some campus senates are calling for the Chancellor to resign but the ASCSU has not done anything yet because it is a fresh issue.

Senator Speak added that the Intersegmental Council of Academic Senates (ICAS) is working through a subcommittee on AB 928. The work is ongoing but will have to be completed by the end of the spring semester because they want to preclude the default of going back to the larger state committee, into which faculty have very little input. He requested that people follow the link provided because that is how you can provide direct information into the process through the ASCSU.

The ASCSU is trying to arrange a meeting with the WSCUC President, and a large part of that conversation is about modality. The ASCSU has taken a stand, asserting appropriately, that modality is a matter that the faculty need to have a significant say in. It may be that the WSCUC President with the ASCSU at the next plenary in March.

Finally, Senator Speak stated that he is expecting the Chair of the ASCSU is going to issue a letter about the leadership questions regarding the health and wellness of the CSU community. There have been conversations referring to this situation as a Title IX affair, but it is much more important matter that needs an immediate response and a much more significant system-wide conversation about better to do what is needed to do in order to have a safe and welcoming community.

Question: Does AB 928 impact upper division synthesis courses?

Response: Senator Urey stated that she does not believe it impacts upper division GE because it is a pathway in the community colleges, and they do not have upper division GE.

f. Budget Report

The Budget Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2021-22/02.16.22/budget-report-feb_22.pdf.

The Academic Affairs Meeting with Academic Senate Budget Committee presentation is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2021-22/02.16.22/provost-presentation-to-academic-senate-budget-committee-2022-01-26-1.pdf>.

Senator Lloyd reported that the Budget Committee met with Provost Levine and Interim Associate Vice President for Faculty Affairs Jill Hargis on January 26, 2022. The 2021-22 Academic Affairs budget includes a base budget of \$124.1M plus one-time funds of \$23.5M for a total of \$146.7M. One

of the things to note is the base budget is down from 2019. Difference was made up with one-time funding.

Due to time constraints, Senator Lloyd encouraged all to go over the presentation from the Budget Committee's meeting with Provost Levine and AVP Hargis.

g. CFA Report

Senator Von Glahn congratulated all faculty members on the signing of the new contract. There will be a letter sent detailing the information on raises.

h. ASI Report

Senator_Aguilar introduced herself as the ASI Senator and stated in her position she focuses on academic policy, classroom matters, as well as to make sure that our students have an equitable, inclusive, and stimulating academic environment. She serves as a connection between ASI Student Government and the Office of Academic Affairs, and most importantly serves as a representative and voice for the students.

She reported that the College of Letters, Arts, and Social Sciences is finalizing high school outreach programs and is currently working on "tabling" this semester so clubs can meet and get more information. The College of Agriculture and the Agriculture Council will be hosting an Agriculture Career Day on February 18, 2022.

i. Staff Report

Senator Gonzalez reported that there will be a meet and greet for the incoming Provost, Dr. Jennifer Brown, on February 23, 2022, from 12:00 to 2:00 p.m. in the Student Services Building, MPR 1967.

j. Safer Return Task Force

No report presented.

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

a. [AP-002-212, Program Review for BA, Sociology – SECOND READING](#)

The second reading report for AP-002-212, Program Review for BA, Sociology, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap002212sr.pdf>.

Senator Small presented the report.

M/s to adopt AP-002-212, Program Review for BA, Sociology.

RECOMMENDATION

The Academic Programs Committee commends the Department of Sociology on their good work, both in the operation of their BA program and in the preparation of a thorough and thoughtful review that highlights issues of critical importance to both their department and the campus as a whole.

DISCUSSION

Senator Small stated that this was a very positive program review and there have been no comments received since the first reading. The external reviewers praised the department for its engagement

with students. They also noted that the program has successfully implemented many of the suggestions outlined in the previous program review. The reviewers also addressed challenges in the department, such as the need for the following: tenure track lines to support the growth of the program; the creation of a master's program; bottleneck courses; and mentoring of faculty. The reviewers made recommendations in most of these areas and the department met to review these recommendations and develop their post self-study action plan.

One significant point about this program review is that it is the first time the Sociology program has been reviewed since their split from Psychology. The fact that the program has demonstrated its strengths in this first review reflects well on how the department, college, and university handled the split.

The motion to adopt AP-002-212, Program Review for BA, Sociology, passed unanimously.

b. [AP-005-201, New Emphasis in Digital Marketing in BS in Business Admin-Marketing – SECOND READING](#)

The second reading report for AP-005-201, New Emphasis in Digital Marketing in BS in Business Admin-Marketing, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap005201sr.pdf>.

Senator Small presented the report.

M/s to adopt AP-005-201, New Emphasis in Digital Marketing in BS in Business Admin-Marketing.

RECOMMENDATION

The Academic Programs Committee recommends approval of the new Emphasis in Digital Marketing.

DISCUSSION

The proposed new Emphasis in Digital Marketing for the B.S. in Business Administration, Marketing Management Option prepares students for a career in digital marketing by providing them with a foundational knowledge of the tools and strategies employed by companies across a wide range of established and emerging digital media platforms. This knowledge provides students with a comprehensive understanding of how companies navigate the dynamic digital landscape to achieve business objectives.

The motion to adopt AP-005-201, New Emphasis in Digital Marketing in BS in Business Admin-Marketing, passed unanimously.

Since Chair Pacleb is the interim chair of the Ethnic and Women's Studies Department, prior to the discussion of AP-005-212, Movement of Ethnic and Women's Studies to CLASS, she passed the gavel to Vice Chair Von Glahn to facilitate the discussion.

c. [AP-005-212, Movement of Ethnic and Women's Studies to CLASS – FIRST READING](#)

The first reading report of AP-005-212, Movement of Ethnic and Women's Studies to CLASS, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap005212fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-005-212, Movement of Ethnic and Women's Studies to CLASS.

RECOMMENDATION

The Academic Programs Committee recommends that the Department of Ethnic and Women's Studies move from the College of Education and Integrative Studies to the College of Letters, Arts, and Social Sciences, effective Fall 2022. The Committee further recommends continued attention to the budgetary model of CEIS, and close scrutiny of any further moves or restructuring of departments, to ensure that decisions are guided by a ground-level understanding of operational needs.

The recommendation to move was supported by nine (9) of the 12 AP Committee members in attendance on Wednesday, January 26, 2022. The other three (3) members abstained.

DISCUSSION

The AP Committee is confident that EWS faculty fully support moving to CLASS. In multiple conversations it became clear that opinions were not unanimous at the start of the process, but no big decision should be unanimously supported prior to careful consideration. There was considerable dismay over the top-down nature of the process; exclusion from the working group on the future of CEIS made it clear that the then-Dean and then-Provost already had a very clear preference and had not given adequate weight to established working relationships between EWS faculty and the rest of CEIS.

Nonetheless, EWS faculty overwhelmingly have roots in humanities and social sciences, both in the academic units in which they previously trained and in the scholarly associations with which they interact. Many faculty (though far from all) supported the proposed move on that basis from the start. Conversations between small groups of EWS faculty and AP Committee members made it clear that consensus emerged during the process, perhaps in large part out of respect for those disciplinary roots.

Moreover, CLASS faculty and administrators have been supportive of the move. Communications with CLASS faculty made it clear to the AP Committee that the social justice commitments of CLASS faculty align naturally with the interests of EWS, and they genuinely look forward to welcoming their new colleagues in EWS.

Regarding the interests of CEIS, there is widespread concern, and understandably so. CEIS is in the process of considering several issues central to its future, and the administration's decision to exclude EWS from those conversations signaled an intent to impose a decision from the start of the process rather than reach a decision through the process. The future of CEIS should be shaped by the faculty who will be responsible for its long-term work, not by external fiat.

Resources are, of course, a significant element of the concerns among various parties, and the support from various parties. Historically, EWS has generated approximately a third of the FTES for CEIS, due to their strong GE offerings. Their FTES will only increase considering Area F and the associated growth of Ethnic Studies enrollments. The other CEIS departments, conversely, mostly emphasize teacher education, an endeavor that involves many field experiences and supervised projects. These labor-intensive efforts are crucial to the mission of the CSU and the well-being of the communities that Cal Poly Pomona serves, but they inevitably generate FTES less efficiently than GE-heavy departments.

Considering these resource considerations, people throughout CEIS have very significant concerns about the proposed move. It is the opinion of the AP Committee that teacher education requires a budget model that looks at additional factors beyond FTES generation, and that the mission and commitments of the CSU make such a model a moral imperative. These views were shared by numerous parties in consultation, including many parties outside of CEIS, i.e., parties who do not stand to gain from such a budget model.

The formulation of a new CEIS budget model is beyond the scope of this referral, but the AP Committee can report that consultation with relevant parties provides cautious optimism about the fiscal future of CEIS. The Committee strongly recommends ongoing attention to this matter not only by CEIS and the administration, but also by the Senate, particularly the Budget Committee. Pertinent to ongoing Senate attention, the AP Committee consulted with the Elections and Procedures Committee and verified that, based on current data, the number of Senators representing CEIS will not decrease in the aftermath of an EWS move from CEIS to CLASS.

In terms of the fiscal future of EWS, the move to CLASS might well be in their interests. There is strong (and appropriate!) interest from CLASS departments in developing cross-listed Ethnic Studies courses, in light of both their disciplinary synergies and the changes brought by Area F. Having EWS in CLASS will also help to align the interests of the departments and disciplines offering most (though not all) Area F courses moving forward.

Finally, regarding transitional issues, the AP Committee is cautiously optimistic about a smooth process. The most recent departmental move was of Kinesiology and Health Promotion (KHP), from CLASS to Science (roughly a decade ago). Consultation with KHP faculty indicated that day-to-day operations for students and faculty in a well-run department should not be substantially changed by College-level changes. The AP Committee was also satisfied with assurances from the EWS Chair, CLASS Interim Dean, and CEIS Interim Dean regarding communication and planning in the coming semester. In the area of greatest operational need for EWS—hiring new faculty to grow for Area F implementation—the Interim Provost also indicated that funds earmarked for the purpose from AB 1460 can be used to support their hiring efforts, alongside the use of AB 1460 funds to support Ethnic Studies cluster hires in other departments.

However, EWS faculty expressed concern that, at least in Fall 2021, they were given little information from the administration regarding transitional plans. This speaks to a concern that once the desired move received departmental blessing the administration may have lost interest. Supportive and transparent work at the College level is crucial for addressing this concern but will not be sufficient. Some of the concern arises from the fact that the report produced by the EWS faculty addresses more than just disciplinary synergy and increased hiring to support Area F. With growth in the department will come greater breadth of expertise, and the EWS faculty are keenly interested in correspondingly diversifying their offerings, including (but not limited to) new undergraduate minors and emphases, a certificate program, a graduate program, an Ethnic Studies Center, and greater effort to recruit majors. Support for any new curricular offering will, of course, require moving through normal curricular processes, particularly with input from new hires. Still, it is crucial that administrative interest in their future not begin and end with a decision to move in the desired direction.

Question: In reviewing and consultation for this report, was the new GE Area F considered? Was Area F considered a reason to move EWS into CLASS?

Response: Senator Small responded that nothing was explicitly stated about Area F as a motivation for the move. EWS is going through many changes, and they must ramp up to meet this new demand and there are synergies with CLASS departments that may help. It just means one more significant thing for the department to meet the new GE Area F requirements.

Vice Chair Von Glahn relinquished the gavel back to Chair Pacleb at the conclusion of the discussion.

d. [AP-006-212, New Option in Educational Leadership EdD – PreK – 12 – FIRST READING](#)

The first reading report of AP-006-212, New Option in Educational Leadership EdD – PreK – 12, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap006212fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-006-212, New Option in Educational Leadership EdD – PreK – 12.

RECOMMENDATION

The Academic Programs Committee recommends that the original emphasis on P-12 specialization be approved as an option.

DISCUSSION

The Educational Leadership Doctoral Program (Ed.D.) in the Department of Educational Leadership in the College of Education and Integrative Studies (CEIS) at California State Polytechnic University, Pomona is an approved program of study designed for educational leaders of Pre-Kindergarten (PK) through the 12th grade (P12). The program, designed for working professionals, is to be completed in three calendar years of full-time study. Organized in cohorts, doctoral candidates progress through the program in a highly supportive learning community. The program develops educators' expertise as champions for excellence, equity, and justice in education. The program has proposed to consider P12 specialization as an option that can be offered in addition to the new Community College and Postsecondary Education Specialization/Option as part of the existing Educational Leadership Doctoral Program. For the proposed two specialization options (P12 Education and Community College/Postsecondary Education), students in both options will take all courses together except the five specialization courses. No changes to the courses of the P-12 specialization option are proposed and splitting of the program into options should not significantly affect the faculty resources required to operate the program and teach option-specific courses.

- e. [AP-007-212, New Option in Educational Leadership EdD – CC and Post-Secondary – FIRST READING](#)

The first reading report for AP-007-212, New Option in Educational Leadership EdD – CC and Post-Secondary, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap007212fr.pdf>.

Senator Small presented the report.

RECOMMENDATION

The Academic Programs Committee recommends that the new option in Leadership in Community College and Post-Secondary Education be approved.

DISCUSSION

The Educational Leadership Doctoral Program (Ed.D.) in the Department of Educational Leadership in the College of Education and Integrative Studies (CEIS) at California State Polytechnic University, Pomona is an approved program of study designed for educational leaders of Pre-Kindergarten (PK) through the 12th grade (P12). The program, designed for working professionals, is to be completed in three calendar years of full-time study. Organized in cohorts, doctoral candidates progress through the program in a highly supportive learning community. The program develops educators' expertise as champions for excellence, equity, and justice in education. The program is proposing to offer a new option in Leadership in Community College and Postsecondary Education in the existing Educational Leadership Doctoral Program. For the proposed two specialization options (P12 Education and Community College/Postsecondary Education), students in both options will take all courses together except the five specialization courses. No changes to the courses of the P-12 specialization option are proposed.

The new specialization would include five courses that are comparable to the course concepts that

are included in the P-12 approved program, but the emphasis will be upon educational leadership in the community college and postsecondary contexts. The students in the two options will take the courses together except for the five specialization courses. These courses are not new, and the department does not anticipate significant enrollment changes that would necessitate additional resources. The number of units will remain the same for the entire degree as for the current approved Educational Leadership Doctoral Program that includes the P-12 specialization/option.

Per Executive Order 991, EDD 7340 Organizational Culture, Leadership, and Change in Postsecondary Education and the comparable P-12 specialization course of EDD 7040 Organizational Culture and Institutional Change are in the core. They share comparable Program Learning Outcomes.

M/s to extend the time certain adjournment to 5:15 p.m. The motion passed with seven (7) NO votes and one (1) abstention.

f. [AA-010-212, Name Change of the College of the Extended University – FIRST READING](#)

The first reading for AA-010-212, Name Change of the College of the Extended University, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa010212fr.pdf>.

Senator Wachs presented the report.

M/s to receive and file AA-010-212, Name Change of the College of the Extended University.

RECOMMENDATION

The Academic Affairs Committee supports the proposed change for the College of the Extended University to the College of Professional & Global Education (PGE).

This new name aligns with CPP's and CSU Professional and Continuing Education (PaCE) missions, as well as with CPP's Strategic and Academic Master Plans. The new name reflects comprehensively and accurately the current and future functions as well as the program offerings within the college. It also articulates our values more clearly to campus stakeholders, industry partners and organizations, students, and international audiences. Further, the same name is also used by the PaCE units on two of other campuses in the CSU system.

DISCUSSION

Senator Wachs stated that this report accompanies the presentation that Dean Rolland went over. During consultation there was very little objection to the change. The only comment received is that there might be some confusion from external constituents that profession programs that are state-supported will be offered in a completely different environment than the College of Professional & Global Education (PGE). The committee discussed this in length and ultimately concluded that there is always potential for confusion, and that it is fundamentally the responsibilities of staff and faculty advisors to advise people correctly. This did not appear to be a reason to not support the name change.

g. [EP-001-212, Updating Responsibilities of General Education Committee in Bylaws – FIRST READING](#)

The first reading report for EP-001-212, Updating Responsibilities of General Education Committee in Bylaws, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ep001212fr.pdf>.

Senator Fallah Fini presented the report.

M/s to receive and file EP-001-212, Updating Responsibilities of General Education Committee in Bylaws.

RECOMMENDATION

The Elections and Procedures Committee proposes to update article IV, section 3(E) of the bylaws as below:

“The General Education Committee shall:

- Oversee the implementation of all Executive Orders in force related to general education in all of their specified and applied dimensions, except where local exceptions have been obtained.”

DISCUSSION

After introduction of GE Area F (Ethnic Studies) and its significant overlap with American Cultural Perspectives (which was one of our campus-specific graduation requirements), the American Cultural Perspectives requirement was eliminated from general requirements for a bachelor’s degree starting from AY2021-2022.

However, in the Bylaws, article IV, section 3(E), as part of responsibilities of standing committees we have:

- Oversee the implementation of California State Polytechnic University, Pomona’s American Cultural Perspectives requirement.”

Given the removal of American Cultural Perspectives requirement, Article IV, section 3(E) of Bylaws related to responsibilities of General Education Committee needs to be updated.

4. Discussion – Time Certain 4:30 p.m.

a. College of the Extended University (CEU) Visioning Process – Dean Erik Rolland

Dean Rolland went over the [presentation on the College of the Extended University \(CEU\) Visioning Process](https://www.cpp.edu/senate/documents/packets/2021-22/02.16.22/2022-2-16-senate-v1.pdf). The presentation is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2021-22/02.16.22/2022-2-16-senate-v1.pdf>.

Dean Rolland explained that he is hoping to get comments and opinions on the proposed name change for the College of the Extending University. There is a referral, AA-010-212, to the senate to approve changing the name of the *College of the Extended University* to the *College of Professional & Global Education*.

Dean went over the presentation in detail.

Chair Pacleb commented that due to the time the following business will be delayed until the March 9, 2022, Academic Senate Meeting. She stated that the agenda for that meeting will be very full and asked all senators to review the materials ahead of time to expediate any discussions.

- GE-001-212, MAT 1055 – College Algebra (GE Sub-area B4) – **FIRST READING**
- GE-002-212, PLS 4811 – California Government (GE Synthesis D4) – **FIRST READING**
- GE-003-212, PLT 3760 – Urban and Community Agriculture (GE Synthesis B5) – **FIRST READING**
- GE-005-212, STA 1205 – Statistics with Applications with Support (GE Sub-area B4) – **FIRST READING**
- GE-006-212, ENG 2801 – Young Adult Literature (GE Sub-area C2) – **FIRST READING**
- GE-007-212, EWS 4250 – Gender, Power, and Emerging Technologies (GE Synthesis D4) – **FIRST READING**

- GE-008-212, EWS 4250L – Gender, Power, and Emerging Technologies Laboratory (GE Synthesis D4) – **FIRST READING**
- GE-008-201, CLS 4820L – Study Abroad: International Field Work (GE C3 or D4) – **FIRST READING**
- Resolution in Support of the Hiring of a University Ombuds and the Filling of the Office of the University Ombuds
- Resolution Specifying Adjustments to the use of Student Evaluations conducted in the Academic Year 2021-2022 in current and future Periodic Evaluations and Performance Reviews of Faculty

The February 16, 2022, Academic Senate Meeting adjourned at 5:06 p.m.