

Minutes

of the Academic Senate Meeting
March 9, 2022

- PRESENT: Aguilar, Amamra, Aragon, Barding, Chase, Corley, Davidov-Pardo, Fallah Fini, Flores, 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 Urey for Senator Ortenberg after 4:30
- ABSENT: Chen, Gad, Osborn
- GUESTS: A. Baski, L. Bricker, J. Chong, S. Coley, B. Davila, R. de Lorenzini, L. Dopson, K. Forward, S. Garver, H. Gilli-Elewy, B. Givens, T. Gomez, J. Hargis, A. Huerta, C. LaMunyon, A. Lang, I. Levine, L. Massa, J. McGuthry, S. Oldak, E. Rolland, L. Rotunni, J. Saclolo, M. Sancho-Madriz, N. Martin, K. Stahl, T. Taylor, F. Teves, S. Williams

Chair Pacleb welcomed everyone and added Happy Women's History Month. She explained that the agenda is very full and to ensure that the Academic Senate meets the timeline for the 2022-23 Chair and Vice Chair elections and has enough time for discussion on the *Resolution in Support of the Hiring of a University Ombuds and the Filling of the Office of the University Ombuds*, she asked for a motion to change the agenda under *New Business* to do the Chair and Vice Chair nominations before the resolution.

M/s/p to change the agenda to address the Chair and Vice Chair nominations before the *Resolution in Support of the Hiring of a University Ombuds and the Filling of the Office of the University Ombuds* agenda item.

1. Academic Senate Minutes – December 1, 2021, and February 16, 2022

M/s/p to approve the December 1, 2021, Academic Senate Meeting minutes.

M/s/p to postpone the February 16, 2022 meeting minutes until the April 12, 2022, Academic Senate Meeting.

2. Information Items

a. Chair's Report

Chair Pacleb reminded all senators who are going on sabbatical or leave in the fall to please send in their resignation to the Academic Senate Office. She added that this is very helpful for planning Academic Senator elections for the next academic year. Chair Pacleb congratulated those who are going on sabbatical and stated that she hopes they will consider Academic Senate service when they return.

b. President's Report

President Coley thanked the Academic Senate for their service on behalf of faculty colleagues and the entire campus community. She commented that Dr. Joseph Castro resigned as Chancellor on February 17, 2022, amid allegations that he mishandled sexual harassment complaints against a university official while he was president of Fresno State (CSU Fresno). Executive Vice Chancellor and Chief Financial Officer, Steve Relyea, will serve as acting chancellor until an interim chancellor is

appointed. The expectation is that an interim Chancellor will be named at the March 21 through 23, 2022 Board of Trustees Meeting. Also, the trustees plan on engaging Gina Maisto Smith and Leslie Gomez from the law firm Cozen O'Connor to conduct a comprehensive system-wide assessment of Title IX practices. This includes providing insights, recommendations, and resources to help advance the CSU's Title IX training and other civil rights training, awareness, prevention, intervention, compliance, accountability, and support systems. The assessment will begin in March at the Fresno State University campus. Ms. Smith and Ms. Gomez are nationally recognized experts in the institutional response to sexual and gender-based harassment, especially in higher education.

Cal Poly Pomona welcomes the opportunity to improve. President Coley stated that she has reaffirmed in two (2) recent messages to the campus, that it is the policy and practice of Cal Poly Pomona to actively prevent, address, and stop discrimination, harassment, and retaliation, including all forms of sexual misconduct. All matters reported to the Office of Equity and Compliance are diligently assessed by trained Title IX and discrimination, harassment, and retaliation (DHR) professionals to ensure that the appropriate steps are taken to address prohibited conduct and prevent its reoccurrence. Dawnita Franklin, Assistant Vice President of the Office of Institutional Equity and Compliance, presented Title IX efforts at the last University Leadership Council Meeting. Just one example of the campus commitment, AVP Franklin noted that in 2021, 100% of supervisory staff and 97% of non-supervisory staff completed the required CSU discrimination and harassment prevention program.

Cal Poly Pomona will be hosting visits by three (3) trustees during the spring semester; Trustee Larry Adamson is scheduled to visit the campus on April 6, 2022, and Trustees Anna Ortiz-Morfit and Krystal Raynes will be on campus on May 3, 2022. Cal Poly Pomona hosts these visits per trustee request over the academic year. These visits provide the campus with the opportunity to engage directly with the trustees and provide a glimpse of the world-class work happening on the campus. The President's Office will be in touch with the appropriate parties as they coordinate the itineraries.

The new Provost and Vice President of Academic Affairs begins her tenure on the campus on April 1, 2022. President Coley recognized Dr. Iris Levine for her diligent service as the interim provost. Dr. Levine will transition from her position as 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 across multiple dimensions, the primary motivation for taking this step is to assure that the RTP process moves forward without undue hindrance or delay. She will also continue to conduct the equity-focused salary analysis, provide leadership for academic affairs initiatives, assist in the onboarding of newly recruited deans, and participate in the commencement ceremonies.

President Coley gave the following status on ongoing leadership searches:

- Dean of the College of Environmental Design – four (4) candidates on campus this week (March 7 – 11, 2022).
- Search Committee for Dean of Engineering met this week to discuss finalists.
- Searches for Deans of CEIS and Business Administration are in the early stages and moving forward.

Cal Poly Pomona's response to State legislation focusing on acknowledging the fundamental human right of Native Americans and Hawaiians to their ancestral human remains and cultural items requires the campus to inventory and summarize all Native American remains, objects, and cultural items located on the campus. As part of this process, the campus will consult with respective tribes to complete this inventory with the plan to repatriate items to the appropriate tribes. To lead this effort, a Presidential Advisory Committee on Native American Cultural Affiliation and Repatriation was established and is chaired by the University Library, Dean Pat Hawthorne, and with the leadership of Dr. Sandy Dixon who serves as the tribal liaison. The committee is moving forward very quickly and as a critical step in the effort, a Tribal Advisory Council has been formed and consists of representatives from regional Native American tribes to assist with the identification and repatriation process.

President Coley thanked the body for their ongoing commitment to continuing the work of the university and wished everyone a restful spring break.

c. [Provost's Report](#)

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2021-22/03.09.22/2022.03.09_provosts_report_to_academic_senate_.pdf.

Interim Provost Iris Levine reported that the Office of Assessment and Program Review is offering *Assessment Practice and Discovery Mini Grants* to faculty engaged in program or general education assessment during the summer months. These mini-grants are intended to help faculty engage in sound program-level assessment practices, leading to useful results and informed decision-making. The awards may be used for stipends or the purchase of project costs, books, speaker fees, etc. Applications are due by April 15, 2022, and details are available at <http://www.cpp.edu/assessment> under professional development.

The Provost stated that the final distribution of HEERF III funds is in progress. The final \$3.3 million will be distributed to students enrolled in one or more units, with exception and high needs that did not receive previous funding.

Provost Levine announced that sabbatical awards for next year include all seven (7) applications for year-long sabbaticals. There were 54 applications for semester-long sabbaticals, and the minimum number of required awards set by the CBA is 12% of the number of eligible faculty, which was 37. Forty-five one-term sabbatical applications were awarded, eight (8) about the required minimum. The Provost thanked the Professional Leave Committee for their work.

In January and February 2022, there were a record number of grant proposals submitted to grant and college sponsors. Research, Scholarship, and Creative Activity (RSCA) funding is provided by the Chancellor's Office to support faculty scholarships. This year the amount provided was \$132,697. RSCA awards will be announced in early April. There is \$75,000 available for Strategic Interdisciplinary Research Grants (SIRG). The application deadline is April 4, 2022, and award announcements are expected in early May.

Four (4) new Student Success Advisors have been onboarded as of March 2 and another four (4) are expected to be onboarded by March 14, 2022. The search committee continues to review applicants until the remaining positions are filled.

Spring 2022 Progress Report requests from CPP Connect will arrive on March 24, 2022. Faculty members will receive an invitation to submit a progress report. This type of intervention is very important to keep students on track for graduation.

Outreach to students within 9 units to degree, who can finish their remaining degree requirements in the summer has begun. Students can apply for grants for tuition/fees and books. More information can be found on <https://www.cpp.edu/studentsuccess/> (under the Bronco Advising Center tab).

The Outstanding Advisory Awards Celebration has been moved a couple of times, but it is now scheduled for Tuesday, April 26, 2022. The Outstanding Advisor Awards recognize the outstanding efforts on this campus to support student success. They recognize individuals and programs that encourage students to establish goals and objectives, that seek practical and innovative solutions to students' problems, and that seek opportunities to grow professionally.

Provost Levine mentioned that the Learning Resource Center (LRC) is available for in-person and virtual tutoring with extended evening hours. A new centralized tutoring and academic skills website is now available at <https://www.cpp.edu/studentsuccess/academics/index.shtml>. The Office of

Student Success has reached out to 1770 students that are repeating a course inviting them to utilize tutoring services and academic skills coaching at the LRC, to help them improve so that they will hopefully not need to repeat courses again.

Lastly, Provost Levine commented that this is her last report in her role as interim provost and thanked the Academic Senate for their service to the university.

d. Vice Chair's Report

NEW REFERRALS: (0)

SENATE REPORTS FORWARDED TO PRESIDENT: (2)

AS-2957-212-AP	Program Review for BA Sociology
AS-2958-212-AP	New Emphasis in Digital Marketing in the BS in Business Administration – Marketing Management Option

PRESIDENT RESPONSES TO SENATE REPORTS: (2)

AS-2957-212-AP	Program Review for BA Sociology - APPROVED
AS-2958-212-AP	New Emphasis in Digital Marketing in the BS in Business Administration – Marketing Management Option – APPROVED

e. ASCSU Report

Senator Urey reported that the ASCSU has not met since the February 16, 2022, Academic Senate Meeting. Senator Urey mentioned that the ASCSU is still 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

f. Budget Report

The Budget Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2021-22/03.09.22/budget-report-3_22.pdf.

The [Deferred Maintenance presentation](#) from February 23, 2022, is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2021-22/03.09.22/dm-what-and-why_academic-senate-2.2022-rev3-compressed.pdf.

Senator Lloyd reported that the Budget Committee met with Vice President for Administration and Finance and Chief Financial Officer Ysabel Trinidad and Aaron Klemm, Senior Associate Vice President of Facilities Planning and Management on February 23, 2022. Senator Lloyd stated that the committee received a very comprehensive overview of the infrastructure and deferred maintenance needs of the campus. Deferred maintenance (DM) is defined as major maintenance or capital projects that have gone unfunded in previous budget cycles. Cal Poly Pomona's last facility condition assessments were in 2017/2018. A large portion of campus buildings are 60 years old or older and the average age of the buildings on campus is 40 years. Cal Poly Pomona is the fifth oldest CSU campus in terms of infrastructure. Senator Lloyd stated that he was surprised to learn that half of the campus buildings are rated as below average or in poor condition. He stated that

when older buildings are renovated, there are multiple areas that the university is required by law to update during the renovation.

The CSU received a one-time allocation from the state for deferred maintenance and infrastructure of \$898 million. Cal Poly Pomona received an allocation of \$3.3 million in 2021 for deferred maintenance and energy efficiency projects. The Chancellor's office requires all campuses to contribute funds from the campus budget for deferred maintenance, and therefore, Cal Poly Pomona contributed another \$1.5 million for 2022. The Administrative Affairs Division budget, which covers deferred maintenance projects is approximately \$30 million with \$8.3 million being one-time funding.

Senator Lloyd commented that the next meeting for the Budget Committee is scheduled next week with the Division of Information Technology & Institutional Planning.

g. CFA Report

Senator Von Glahn reported that the technical letters regarding raises are in the works, but he does not know when they are coming. Other technical letters which are in the works include the article on getting additional WTUs for students who mentor students of color, and the Cultural Taxation article, which should be implemented this year.

h. ASI Report

Senator Aguilar stated that she had nothing to report.

i. Staff Report

Senator Gonzalez stated that she had nothing to report.

j. Safer Return Task Force

The Safer Return Task Force presentation is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2021-22/03.09.22/safer-return.academic-senate.3.9.22.pdf>.

AVP Frances Teves reported that conditions have significantly improved over the past few weeks. Los Angeles County is experiencing about a 4% daily decline in cases and public health officials are hopeful as spring approaches, there will be more declines and lower levels of transmission. They did emphasize the need to be flexible in changing mitigation strategies as aligned with community risk. This decline in community transmission is seen in the campus positivity rate, 0.53%, which is much lower than the positivity rates in surrounding counties. The on-campus vaccination rate has also increased to 62.7%, which includes primary vaccination series and booster (if they are eligible).

In terms of students and employees taking one of the required actions available to them, including medical and religious exemptions, or self-attestation for coming to campus, compliance rates are in the low 70%. AVP Teves stated that numbers are continuing to increase with targeted outreach to students, faculty, and staff, and working closely with the Los Angeles Department of Health and scheduling booster clinics. There was a booster clinic on Monday, February 28, 2022, in which over 200 students, staff, and faculty received vaccinations. Dates for additional clinics are scheduled and the information is located on the Safer Return website at <https://www.cpp.edu/safer-return/vaccine-popup.shtml>.

The key points for the Safer Return Task Force update are:

- Indoor making will continue to be required with additional information pending before Spring Break.
- The University Risk Response Plan will be realigned to the Los Angeles County of Public

- Health, the California Department of Public Health, and the CDC frameworks.
- The Safer Return website will be updated with new information and resources as they become available.
- Work to further institutionalize efforts with a focus on planning for next academic year.

3. Consent Agenda

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

M/s to receive and file the consent agenda.

a. [GE-001-212, MAT 1055 – College Algebra \(GE Sub-area B4\) – FIRST READING](#)

The first reading report for GE-001-212, MAT 1055 – College Algebra (GE Sub-area B4) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge001212fr.pdf>.

b. [GE-002-212, PLS 4811 – California Government \(GE Synthesis D4\) – FIRST READING](#)

The first reading report for GE-002-212, PLS 4811 – California Government (GE Synthesis D4) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge002212fr.pdf>.

c. [GE-003-212, PLT 3760 – Urban and Community Agriculture \(GE Synthesis B5\) – FIRST READING](#)

The first reading report for GE-003-212, PLT 3760 – Urban and Community Agriculture (GE Synthesis B5) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge003212fr.pdf>.

d. [GE-005-212, STA 1205 – Statistics with Applications with Support \(GE Sub-area B4\) – FIRST READING](#)

The first reading report for GE-005-212, STA 1205 – Statistics with Applications with Support (GE Sub-area B4) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge005212fr.pdf>.

e. [GE-006-212, ENG 2801 – Young Adult Literature \(GE Sub-area C2\) – FIRST READING](#)

The first reading report for GE-006-212, ENG 2801 – Young Adult Literature (GE Sub-area C2) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge006212fr.pdf>.

f. [GE-007-212, EWS 4250 – Gender, Power, and Emerging Technologies \(GE Synthesis D4\) – FIRST READING](#)

The first reading report for GE-007-212, EWS 4250 – Gender, Power, and Emerging Technologies (GE Synthesis D4) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge007212fr.pdf>.

g. [GE-008-212, EWS 4250L – Gender, Power, and Emerging Technologies Laboratory \(GE Synthesis D4\) – FIRST READING](#)

The first reading report for GE-008-212, EWS 4250L – Gender, Power, and Emerging Technologies Laboratory (GE Synthesis D4) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge008212fr.pdf>.

h. [GE-008-201, CLS 4820L – Study Abroad: International Field Work \(GE C3 or D4\) – FIRST READING](#)

The first reading of GE-008-201, CLS 4820L – Study Abroad: International Field Work (GE C3 or D4) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge008201fr.pdf>.

i. [GE-009-212, ECS 1000: Child Growth & Development \(Area E\) – FIRST READING](#)

The first reading of GE-009-212, ECS 1000: Child Growth & Development (Area E) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge009212fr.pdf>.

j. [GE-014-212, MAT 1070: Precalculus \(New Course – B4\) – FIRST READING](#)

The first reading of GE-014-212, MAT 1070: Precalculus (New Course – B4) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge014212fr.pdf>.

k. [GE-015-212, MAT 1910: Survey of Mathematics \(B4\) – FIRST READING](#)

The first reading of GE-015-212, MAT 1910: Survey of Mathematics (B4) – **FIRST READING** is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge015212fr.pdf>.

l. [GE-016-212, PHY 2120: Physical Science for Elementary Educators \(B1\) – FIRST READING](#)

The first reading of GE-016-212, PHY 2120: Physical Science for Elementary Educators (B1) is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ge016212fr.pdf>.

m. [GE-017-212, PHY 2120L: Physical Science for Elementary Educators Laboratory \(B3\) – FIRST READING](#)

The first reading for GE-017-212, PHY 2120L: Physical Science for Elementary Educators Laboratory (B3) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge017212fr.pdf>.

n. [GE-018-212, PHL 3850: The Ethics of Artificial Intelligence \(New Course – GE Synthesis B5\) – FIRST READING](#)

The first reading report for GE-018-212, PHL 3850: The Ethics of Artificial Intelligence (New Course – GE Synthesis B5) is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge018212fr.pdf>.

4. [Academic Senate Committee Reports – Time Certain 3:45 p.m.](#)

Since Chair Pacleb is the interim chair of the Ethnic and Women's Studies Department, before 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.

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

The second reading 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/ap005212sr.pdf>.

Senator Small presented the report.

M/s adopt 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 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

Senator Small stated that he gave a long explanation at the first reading of AP-005-212, Movement of Ethnic and Women's Studies to CLASS, and reiterated that the committee supports the move because there is a disciplinary fit. The faculty of Ethnic and Women's Studies (EWS), after a complicated process, support the move and the key parties seem to have a good working relationship so there is high confidence that the transitional issues can be well managed.

This is a very long report because the genesis of this was clearly very top-down, and while EWS faculty ultimately came to support the move, it was clear that this was not an organic move. Hence, it is the consensus view of the committee that this process should not give us a lot of optimism or confidence regarding other proposed moves. Proposed moves do need deep scrutiny and consultation.

The committee has received no comments since the first reading.

Question: Since it appears that there really was no choice regarding this change, what mechanisms can be put in place to ensure that the administration does not "twist arms" to get agreement about a change that a department does not concur with?

Response: Senator Small responded that it is a complicated move, and the committee heard a lot of different perspectives from various parties and the committee engaged in in-depth repeated consultation with the EWS Department. The committee specifically had small working groups from within the AP Committee engage in very careful conversations with smaller cohorts with EWS with very careful protection of confidentiality, so only the general gist of the of the sentiment was reported. The committee believes that after consultations this move is generally supported by EWS faculty. The report presented does cast some significant criticism on the initial process, but the committee is confident that at this time the move is supported.

Chair Pacleb, on behalf of EWS, shared that this was a difficult process. Initially, over the summer and fall semester of 2021, there were many difficult discussions, and after some time the majority of EWS faculty are supportive of the move. She added that the discussions were difficult on where EWS fits, and the best decision was to move the EWS Department to the College of Letters, Arts, and Social Sciences.

Interim Provost Levine thanked Chair Pacleb for her input and stated that this decision was left to the department. She added that in her opinion there was no sense of pressure from the Provost's Office. This change required that the faculty have deep discussions about this move, it has been a topic for a number of years. She commented that this is a difficult decision, and she appreciated the depth of the conversations that went into this move. Provost Levine stated that the feedback she provided to

the committee that the report received was from the “Future of Education Committee” but in this report, it is referred to as the “Future of CEIS Committee”. Senator Small reported that the committee did amend the report.

Senator Small added regarding the committee’s consultation, the committee report is critical of the administration, but he wanted to make sure that it is known that this is not about personalities, the criticism is not about an individual. The critique is of a bigger issue of how certain processes are done generically within the university and hopefully, that can assure many parties in this discussion.

The motion to adopt AP-005-212, Movement of Ethnic and Women’s Studies to CLASS passed with two (2) NO votes and four (4) abstentions.

The gavel was passed to Chair Pacleb.

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

The second reading 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/ap006212sr.pdf>.

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

The second reading of 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/ap007212sr.pdf>.

Senator Small presented AP-006-212, New Option in Educational Leadership EdD – PreK – 12, and AP-007-212, New Option in Educational Leadership EdD – CC and Post-Secondary, as one agenda item.

M/s to adopt AP-006-212, New Option in Educational Leadership EdD – PreK – 12, and AP-007-212, New Option in Educational Leadership EdD – CC and Post-Secondary.

RECOMMENDATION:

The EDD program in Educational Leadership housed at CEIS has been offering specialization to its doctoral candidates in P-12 leadership since its inception. Due to increasing demands from the EDD applicants and EDD candidates for community college and higher education specialization, the EDD program is proposing to turn its original emphasis on P-12 into an option, so other options such as Leadership in Community College and Post-Secondary Education could also be offered.

Consultation started on Nov. 4, 2021 and ended on Dec. 4, 2021. Only two comments were received: one with minor comments on phrasing and the other strongly supportive of the program.

The Academic Programs Committee recommends that the original emphasis on P-12 specialization is approved as an option and that the new option in Leadership in Community College and Post-Secondary Education be approved.

DISCUSSION:

These two options reflect some existing divergences and interests among students in ED Program in Educational Leadership. The students pursuing these paths would be pursuing options that people are already studying and/or taking elective courses so there would not be any substantial increase in resource commitments. These options simply recognize an already existing divide among student interests and provide appropriate options for each of those two (2) tracks of students.

The motion to adopt AP-006-212, New Option in Educational Leadership EdD – PreK – 12, and AP-007-212, New Option in Educational Leadership EdD – CC and Post-Secondary, passed with two (2) abstentions.

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

The second reading of 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/ep001212sr.pdf>.

Senator Fallah Fini presented the report.

M/s to adopt 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 the 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 the responsibilities of standing committees we have:

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

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

Chair Pacleb reminded the body that since this is a change to the Academic Senate Bylaws, a 2/3 vote is needed to pass this report.

The vote tally on the motion to adopt EP-001-212, Updating Responsibilities of General Education Committee in Bylaws was 28 affirmative, one (1) NO vote, and one (1) abstention. The affirmative percentage was 93% therefore the motion to adopt EP-001-212, Updating Responsibilities of General Education Committee in Bylaws, passes.

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

The second reading of 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/aa010212sr.pdf>.

Senator Wachs presented the report.

M/s to adopt 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 the College of Extended University would like to change its name to the College of Professional & Global Education (PGE). The only comment received is that there might be some confusion from external constituents that professional 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 the potential for confusion and that it is fundamentally the responsibility of staff and faculty advisors to advise people correctly. This did not appear to be a reason to not support the name change.

The motion to adopt AA-010-212, Name Change of the College of the Extended University, passed with two (2) NO votes and one (1) abstention.

- f. [FA-010-189, Response to the President's Memo regarding Review of Policy 1375: Sabbatical Leave Policy](#)

The Response to the President's Memo regarding Review of Policy 1375: Sabbatical Leave Policy, is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2021-22/03.09.22/fa-010-189_report_response-to-president.pdf.

The proposed policy changes are located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2021-22/03.09.22/03.09.22.shtml> under item f.

Senator Barding presented the response.

RECOMMENDATION:

The Faculty Affairs Committee recommends adopting the proposed clarification to Policy 1375 as a response to the President's concerns. Additionally, the FAC does not recommend combining Policies 1375 and 1376 and will be submitting proposed changes to Policy 1376 (referral FA-006-212) immediately upon senate approval of Policy 1375.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

POLICY NO: 1375

SABBATICAL LEAVE POLICY

Every effort has been made to ensure compliance between this policy and the current Unit 3 (Faculty) Collective Bargaining Agreement. However, this policy should not be considered as a substitute for Article 27 or any other part of the agreement that affects Faculty Sabbatical Leave.

1.0 General Provisions

- a. Sabbatical leaves shall be for purposes that provide a benefit to the CSU or to Cal Poly Pomona, such as research, scholarly and creative activity, instructional improvement, faculty retraining, and professional development of faculty members as teachers and scholars.
- b. Sabbatical Leaves may be granted for one semester in length with full pay, or two semesters at 50% pay.
- c. Subject to provisions 3.0e through 3.0g of this policy, all applications for sabbatical leave for two semesters in length shall be approved (CBA 27.10b).
- d. It is the intent of this Policy that faculty unit employees eligible for sabbatical leave who meet the conditions of this Policy receive their sabbatical leave, subject to provision 3.0.i (and CBA 27.10). In each academic year, the minimum number of fully-funded semester-long sabbatical leaves shall be 12% of the number of faculty eligible to apply, except as noted in 3.0.j of this policy.
- e. Sabbatical leaves of two semesters in length may be implemented within two consecutive academic years subject to the recommendations by the Department Chair in consultation with the Faculty, the Professional Leave Committee, the Provost, and the approval of the President.
- f. Recipient of a sabbatical leave shall not accept additional and/or outside employment during the leave period without prior approval by the Provost.
- g. Faculty on a sabbatical leave shall be excused from all other responsibilities during the period of the leave.
- h. Faculty on a sabbatical leave shall not be eligible to serve on any peer review committee during the period of the leave without prior approval by the Provost.
- i. A recipient of a sabbatical leave may alter the leave proposal before the leave has begun or during the leave, subject to submission of an amended written proposal and positive recommendations from the Department Chair (in consultation with the Faculty member) and the Professional Leave Committee, and approval of the Provost.
- j. If a faculty member declines to accept an approved sabbatical leave, the Provost shall consider any leave applications which were not approved and ensure that provision 1.d of this policy is met.
- k. Recipients of sabbatical leaves shall be considered in work status and shall receive health, dental and appropriate fringe benefits by the CSU. These individuals shall also be entitled to accrue sick leave, vacation, and service credit toward service salary increase eligibility, eligibility toward promotion, if applicable, and seniority.

l. A faculty member shall render service to the California State University upon return from a sabbatical leave at the rate of one term of service for each term of leave.

m. If a faculty unit employee occupies a split position with both academic year and 12 month components, the higher appointment time base will normally be used to establish whether the faculty unit employee is placed into an academic year position or a 12-month position for the duration of the sabbatical. Upon request of the faculty unit employee and approval of the appropriate administrator, a faculty unit employee whose majority appointment is on a 12-month basis may be assigned to an academic year position for the duration of the sabbatical. (CBA 27.14).

n. The start date of the sabbatical for a 12-month faculty employee with instructional responsibilities shall coincide with the start date of the appropriate academic term (CBA 27.12).

2.0 Eligibility

a. A full-time faculty member shall be eligible for a sabbatical leave if they have served full-time for six (6) years at Cal Poly Pomona in the preceding seven (7) years prior to the leave and at least six (6) years after any previous sabbatical or difference in pay leaves. Credits granted toward the completion of the probationary period for service elsewhere shall also apply towards fulfilling the eligibility requirements for a sabbatical.

b. Tenure is not a requirement for sabbatical leave and therefore full-time lecturers and probationary faculty meeting the eligibility requirements may also apply.

c. Participants in Pre-Retirement Reduction in Time Base (PRTB) Program and in Faculty Early Retirement Program (FERP) are not eligible for sabbatical leave.

3.0 Application and Review Process

a. No later than the beginning of the third week of the spring semester, the Associate Vice President (AVP) for Faculty Affairs shall:

1. Identify and inform in writing all faculty members eligible to apply for a sabbatical leave in the next academic year.

2. Establish the official University schedule for the sabbatical leave application and review process. Inform all faculty members eligible to apply for a sabbatical leave through campus e-mail.

3. Provide a copy of this policy to all faculty members eligible to apply for a sabbatical leave through campus e-mail.

4. Make available copies of successful applications from the previous three years and inform faculty members eligible to apply for sabbatical leave of the availability and process for accessing these applications.

- b. Eligible persons desiring a sabbatical leave shall submit an application in accordance with the established schedule. The application shall include a statement of the purpose of the sabbatical, a description of the proposed project, the CSU resources, if any, necessary to carry it out, and a statement of the time requested, which shall not exceed (1) year. (CBA 27.3)
- c. All applications shall be completed using the official University form (Policy 1376) and shall be submitted to the Office of Faculty Affairs using the mode of submission announced by the Office of Faculty Affairs, in accordance with the University schedule.
- d. The completed application shall also be e-mailed to the faculty member's Department Chair/Unit Director in accordance with the established University schedule.
- e. The Department Chair/Unit Director in consultation with the Faculty shall complete the Department Chair/Unit Director's Statement form in Policy 1376 regarding the possible effect on the curriculum and/or the operation of the department/unit should the employee be granted a sabbatical. The Department Chair/Unit Director shall forward the application packages to the Dean/Director's Office through campus email in accordance with the established university schedule.
- f. The Dean/Director shall evaluate all college applications using the Dean/Director evaluation form in Policy 1376. Dean/Director evaluations and recommendations shall be forwarded to the University Professional Leave Committee via the AVP for Faculty Affairs.
- g. The University Professional Leave Committee shall review all sabbatical applications under provisions of section 4.0 of this policy and submit a recommendation to the Provost in writing. The written recommendation shall include reasons for approval or denial as well as a suggested order for the funding of proposals. The review shall consider questions related to the quality of the proposed sabbatical project. (CBA 27.5)
- h. The Provost shall make a recommendation to the President regarding the funding of sabbatical leaves based on recommendations pursuant to 3.0e, 3.0f, and 3.0g of this policy and in consideration of other campus program needs and budgetary implications.
- i. The President shall make a final determination regarding the sabbatical leave and conditions of such an approved leave pursuant to provisions 3.0f, 3.0g, and 3.0h of this policy. The President shall respond in writing to the applicants and such response shall include the reasons for approval or denial. If the reason for denial is due to a proposal not meeting the criteria stated in section 4.0 of this policy, specific feedback will be provided regarding the aspects of the proposal that did not satisfy the criteria. Reasons for denial of proposals that satisfy the stated criteria (i.e., proposals deemed meritorious) shall address reasons pursuant to 1.0.d or 3.0.e of this policy. If a sabbatical leave is granted the response shall include any conditions of such a leave. A copy of the President's response shall be forwarded to the faculty member's Department and the University Professional Leave Committee.
- j. If a sabbatical leave is denied based on factors other than the merit of the proposal, and such denial results in fewer sabbaticals being awarded than the 12% of eligible faculty, upon request of the faculty member, the sabbatical leave shall be deferred until the following academic year. If

the underlying conditions supporting the proposal remain in effect, these applications shall be granted in the following year. Sabbaticals deferred shall be counted in the year they are taken. If a sabbatical leave was denied in the immediate year prior due to the factors identified as having a possible effect on the curriculum and/or the operation of the department/unit, should the employee be granted a sabbatical (3.0e above), an application for a sabbatical submitted for the following academic year shall not be denied based on these factors. (CBA 27.8)

Cal Poly Pomona, such as research, scholarly and creative activity, instructional improvement, faculty retraining, and professional development of faculty members as teachers and scholars. The quality of sabbatical leave project proposals shall therefore be assessed according to the following criteria both of which must be satisfied for a proposal to be categorized as meritorious:

1. **Benefit.** Sabbatical leave activities shall demonstrate a clear promise of benefit to one or more of the following: the CSU, the University, the faculty member's professional development as a teacher or scholar, the faculty member's field or discipline, and students. Meritorious proposals shall clearly articulate this benefit.

2. **Feasibility.** To qualify as meritorious, sabbatical leave proposals shall also articulate a clear plan for meeting sabbatical leave objectives. Proposals shall be judged "feasible" if and only if they:

- I. Clearly articulate the objectives of the sabbatical leave; .
- II. Describe the activities involved in achieving the stated sabbatical leave objectives, illustrating, when needed, preliminary arrangements, contacts, prior research, etc.

Include a timeline indicating and explaining estimated progress towards, and achievement of, sabbatical leave objectives.

5.0 Professional Leave Committee

a. The University Professional Leave Committee shall be composed of one representative from each of the academic colleges, library, and Counseling and Psychological Services. Election to the committee shall be for a term of two years with approximately half of the committee elected each year.

b. The Provost shall designate a representative from Academic Affairs to participate as an ex-officio non-voting member.

c. Those eligible for election to the University Professional Leave Committee are tenured faculty unit employees who have taken sabbatical leaves in the last three years. Eligible faculty unit employees may nominate themselves or may be nominated by any other faculty unit employee. If a constituency area were not to have candidates who are eligible for election, other candidates from the same constituency area who are tenured faculty unit employees may be nominated. However, a faculty member applying for the sabbatical leave shall not be eligible to serve on the University Professional Leave Committee.

d. The election of the University Professional Leave Committee shall be conducted during spring semester of each academic year with the newly elected members assuming their responsibilities in the fall semester of the next academic year. The nominees with the second highest vote shall

become the alternate and will replace the committee member from that constituency should resignation occur. Those eligible to vote are probationary and tenured faculty, librarians, and counselors of the respective constituency.

e. The chair of the University Professional Leave Committee shall be elected by the majority vote of the members of the committee.

6.0 Acceptance of Sabbatical Leave and Indemnification of the State

a. Faculty granted a professional leave with pay shall submit a formal acceptance, using the official University form (Policy 1384).

b. Final approval of a sabbatical leave shall not be granted until the applicant has filled a suitable bond or an accepted statement of assets (not including PERS holdings) and/or a promissory note that is individually or collectively equal to the amount of salary paid during the leave. The guarantee posted shall indemnify the State of California against loss in the event the employee fails to render the required service in the CSU following the return of the employee from sabbatical leave. The guarantee posted shall immediately be cancelled in full upon completion of required service or upon waiver of that service by mutual agreement of the faculty member and the CSU.

7.0 Post Sabbatical Report

a. Each recipient of a sabbatical leave, within fifteen (15) weeks of the completion of a sabbatical leave shall submit to the Provost and the University Professional Leave Committee a written report of the leave. The report shall be placed in the Personnel Action File (PAF) of the recipient.

b. The report, at a minimum, shall discuss the following:

1. the accomplishments of the leave in relation to the original proposed objectives;
2. the original proposed objectives that were not accomplished and the reason why;
3. any deviation from the original objectives and the reason for this deviation;
4. any anticipated outcomes of the leave activities in near future, if appropriate.

DISCUSSION:

Last academic year, the Faculty Affairs Committee (FAC) submitted a report, that was later adopted by the Academic Senate, revising the policy for which sabbaticals are awarded. The recommendation was to move from a rank and order policy to evaluating applications for two (2) categories, meritorious and non-meritorious. Meritorious applications can then be evaluated and awarded on a couple factors, service to the university and time since the last sabbatical.

The President's Response requested some clarification written into the report. There was a concern that all proposals were going to be considered meritorious and would not give enough consideration to the sabbatical application questions and that the policy was not going to be in accordance with the CBA. Senator Barding stated that that was never the intention, so the committee went through the policy and made sure that it was very clear that the Professional Leave Committee still evaluated the proposals to determine which were meritorious and which were non-meritorious. Further, the FAC stipulated that in the event of insufficient sabbatical funding, the Professional Leave Committee rank the meritorious applications in a manner that is specified in the proposed policy. The Professional Leave Committee's recommendation the chairs recommendation, and the dean and directors

evaluations, should all be considered by the provost when evaluating the sabbatical application leave requests. The FAC clarified, in section 3.h, that the provost makes the recommendation after considering the professional leave committee's recommendation, the chair's recommendation, and the dean/director's evaluation (3.0e, 3.0f, 3.0g).

There was also concern about Policy 1376 not agreeing with Policy 1375. The FAC absolutely agreed that the existing policy 1376 (the policy prior the proposed changes) and the current Policy 1375 are not in agreement. Regarding Policy 1376, the committee did not feel it prudent to combine the policies. However, upon approval of the proposed Policy 1375, a proposed Policy 1376 will be sent out to department chairs, associate deans, and deans for their review and feedback prior to submission of our report to the AS this Spring.

Chair Pacleb reminded the body that Response to President Responses require a 2/3 majority.

The results of the vote on the motion to adopt the Response to the President's Memo regarding Review of Policy 1375: Sabbatical Leave Policy, were 28 affirmative, two (2) NO votes, and one (1) abstention. The affirmative votes were 89% and therefore the motion passed,

g. [AA-007-212, Updates to Change of Major Policy – FIRST READING](#)

The first reading of AA-007-212, Updates to Change of Major Policy, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa007212fr.pdf>.

Senator Wachs presented the report.

M/s to receive and file AA-007-212, Updates to Change of Major Policy.

RECOMMENDATION:

The Academic Affairs Committee recommends adoption of the following policy:

POLICY NO: 1444
CHANGE OF MAJOR AND DOUBLE MAJORS

Major Declaration:

- Undergraduate students who have entered the university with an undeclared major should visit the Office of Student Success (OSS) website for departmental requirements for major declaration.
- Academic advising is required each term so that major declaration decisions are well-informed and additional time and units to completing the degree are minimized.
- Students cannot change from a major to undeclared major status.
- Undergraduate students declaring a major for the first time must submit a *Change of Major or Option form* via the Registrar's Office's website. The student will receive an electronic notification when the chair of the department offering the intended major approves or denies the request.

Change of Major:

All policies related to major declaration apply to students wanting to change majors. Additionally, the following policies apply:

- Students wishing to change from one degree program to another should visit the Office of Student Success website for departmental requirements for change of major requirements. Students enrolled under certain laws must obtain approval by the Veterans Administration before a change of major can be made.
- International students are required to notify the International Student Advisor after changing majors so that the student's immigration document can be updated.

- Academic and career advising are strongly advised so that change of major decisions are well-informed and additional time and units to completing the degree are minimized.
- Students changing from one degree program to another must submit a Change of Major or Option Form via the Registrar's Office's website. The student will receive an electronic notification when the chair of the department offering the intended major approves or denies the request.

Change of Major and Major Declaration Requirements

Students must have a CPP GPA of at least a 2.0 to declare their major or change their major.

Additionally, students changing their major are subject to the major/ minor requirements in effect at the time of the change. Transfer from one major to another shall not in any way change the student's academic standing, nor shall it constitute a break in continuous enrollment.

1.0 The Office of Student Success will partner with academic departments to post new change of major/declaration requirements prior to the start of each academic year. Change of major/major declaration requirements will remain in effect for two years at a time to allow students to work toward requirements. Departments cannot enforce additional requirements beyond what is listed on the OSS Change of Major website for students interested in changing majors (including departmental interviews, essays, transcripts, or other documentation).

2.0 Non-impacted Majors

- Lower-division students: Students must earn a 2.0 CPP and Cumulative GPA to be eligible to declare or change their major.
- At the discretion of the department, additional requirements for declaration of major may be established.
- Upper-division students: At the discretion of the department, additional requirements for change of major may be established. For example, upper division students may be required to meet a minimum number of units or complete specific courses with grades of C or better to qualify for a change of major.
- Students in exceptional circumstances may appeal the 2.0 transfer requirement by filing an appeal with the registrar's office.
- Change of major petitions for non-impacted majors may be submitted at any time during the semester and will be reviewed at least twice per term by Department Chairs.

3.0 Impacted Majors

Lower- and upper division students: Students requesting a change of major to an impacted program must meet the supplemental requirements required for that major. Acceptance into the new program will be on the same basis as for new applicants.

4.0 Closures or Limits of Changes of Major

- Departments may close or limit changes of major for a specific term to ensure that the number of students in that major can be accommodated.

5.0 Double Majors (AS-2422-123/AP)

- Students may declare one major in addition to their primary major if all academic programs can be completed within 32 semester units above the number of units required for their primary major.
- Students must receive the approval of the chair of the department offering the proposed academic program.
- Double majors may be declared at any time in a students' career but students are strongly encouraged to declare double majors early in their career. After earning 60 semester units, students may declare an additional major only if they are in good academic standing and have the approval of the chair of the department offering the proposed academic program.

- Credits from transfer units, non-traditional college-level work (including AP, IB, and CLEP examinations, and credit by challenge examinations), and military service in excess of 60 semester units shall be excluded from the unit count for the purposes of the double major policy. **

**Students often have credits from these sources that are not applicable to their Cal Poly Pomona degree program for a variety of reasons, including unfamiliarity with how tertiary education works (especially first generation college students), poor advising at Community College, exploration/change of career direction, credits for sports, etc. The intention of this policy is to count up to 60 semester units that likely fulfill GE and academic program requirements at Cal Poly Pomona without prohibiting transfer students from double majoring if they have a large number of units that do not further their Cal Poly Pomona degree.

**POLICY NO: 1426
ACADEMIC MINORS**

<http://academic.cpp.edu/senate/docs/aa007156sen.pdf>

1.0 Minors shall be available only to undergraduate students.

2.0 Students may declare up to two minors in addition to their primary major if all academic programs can be completed within 24 semester units above the number of units required for their primary major. Students must receive the approval of the chair of the department offering the proposed academic program. (AS-2422- 123/AP)

3.0 A student shall not pursue a major and a minor in the same degree plan, with the exception of some interdisciplinary minors. Students may declare a minor in the same department as their major or option if the college or department determines that the two sets of courses are clearly distinct. (AS-2465-145/AP)

4.0 A minor requires at least 18 semester units of coursework and a maximum of 36 units, of which at least 9 of those semester units must be at the upper division level. (AS-2465- 145/AP)

5.0 A minimum GPA of 2.0 for courses in the minor is required to be awarded a minor.

6.0 Students should declare the minor(s) so that a curriculum year is established and their progress tracked accordingly. (AS-2348-910/AA). Minors may be declared at any time in a students' career but students are strongly encouraged to declare minors early in their career. After earning 90 total semester units, students may declare a minor only if they are in good academic standing and have the approval of the chair of the department offering the proposed academic program. Credits from transfer units, non-traditional college-level work (including AP, IB, and CLEP examinations, and credit by challenge examinations), and military service in excess of 60 semester units shall be excluded from the unit count for the purposes of the minor.** (AS-2422-123/AP)

7.0 Students may request exceptions to the minor policy by filing a General Academic Petition. (AS-2422-123/AP)

*Revised AY 2016-2017

**Students often have credits from these sources that are not applicable to their Cal Poly Pomona degree program for a variety of reasons, including unfamiliarity with how tertiary education works (especially first generation college students), poor advising at Community College, exploration/change of career direction, credits for sports, etc. The intention of this policy is to count up to 60 semester units that likely fulfill GE and academic program requirements at Cal Poly Pomona without prohibiting transfer students from minoring if they have a large number of units that do not further their Cal Poly Pomona degree. (AS-2422-123/AP).

DISCUSSION:

Senator Wachs explained that the changes proposed are just codifying current practice. This is a case of updating the policies for what is done. She reported that there was a question regarding identifying who retains control of the rules relating to impacted majors or departments that have additional requirements. Control would remain with the departments and unique situations will not be added to policy, but the Office of Student Success should know of these situations to better advise students.

h. [AP-004-212. Replacement of Institutional Learning Outcomes with Institutional Learning Goals –](#)

FIRST READING

The first reading of AP-004-212, Replacement of Institutional Learning Outcomes with Institutional Learning Goals, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap004212fr.pdf>.

Presented by Senator Small.

M/s to receive and file AP-004-212, Replacement of Institutional Learning Outcomes with Institutional Learning Goals.

RECOMMENDATION:

The Academic Senate recommends replacement of the 12 existing Institutional Learning Outcomes with the 8 Institutional Learning Goals listed below:

CPP's inclusive polytechnic education prepares students for a life of learning, contributing to their communities, and personal and professional success. CPP graduates will possess knowledge and abilities reflective of the eight elements of an inclusive polytechnic education. These elements serve as learning goals for our curricular and co-curricular learning activities. Student learning outcomes across the university, including in academic programs, general education, and student affairs programming are written to align to these goals:

1. Application of Knowledge: CPP graduates will apply existing and new knowledge and skills to real-world situations, opportunities, and challenges.
2. Critical Thinking and Problem Solving: CPP graduates will use analytic and decision-making skills to identify and solve problems effectively.
3. Creativity, Discovery, and Innovation: CPP graduates connect theory and practice to drive creativity, discovery, and innovation.
4. Diverse and Multi-disciplinary Perspectives: CPP graduates will demonstrate awareness, understanding, and respect for diverse viewpoints—particularly those perspectives historically silenced—related to current and emerging issues across cultures and disciplines.
5. Integration of Technology: CPP graduates will appropriately utilize and adapt to new technologies.
6. Collaborative Learning: CPP graduates will demonstrate the ability to share and gain knowledge and skills as part of a team.
7. Community and Global Engagement: CPP graduates are prepared to contribute to and improve local and global communities.
8. Professional and Career Readiness: CPP graduates embody the knowledge and skills of their chosen discipline/profession.

DISCUSSION:

This referral aims to replace the 12 existing Institutional Learning Outcomes (ILOs) with 8 proposed Institutional Learning Goals (ILGs), which are better aligned to the strategic priorities of the institution and to student learning outcomes expressed by academic programs, and help streamlining the assessment and program review efforts of academic programs.

Consultation started on Oct. 15, 2021 and ended on Nov. 15, 2021. Comments and responses from the proponents are listed in the appendix at the end.

On the positive side, the proposed ILGs leave more flexibility to academic programs to define, align, and assess their learning outcomes, which seems to ease the workload of assessment (as mentioned in comments 5 and 6 and responses). Furthermore, the proposed ILGs apply to undergraduate level only, therefore do not impact graduate programs (as mentioned in comments 7). Specifically, the AP

committee received supportive comments from one department and one college.

Concerns and responses are summarized as follows:

1. There is a lack of coordination to develop goals and outcomes at the institutional level (comment 1).

Responses from the proponents: As pointed out by WSCUC's visit in 2019, current institutional level outcomes (institutional, academic, and GE) overlap and hard to assess, which is the reason of replacing current ILOs with proposed ILGs. There is also work going on to update GE outcomes. These efforts aim to simplify and reduce the workload of assessment and demonstrate our inclusive polytechnic identity.

2. Some of the goals are not clearly defined or not suitable at institutional level (comment 2 and 3).

Responses from the proponents: Goals serve the purpose of expressing what are considered important by the university regarding the quality of its graduates. Thus, the language used in goals is intentionally broad. Depending on disciplines, details can be incorporated into program level learning outcomes, which can be then assessed accordingly. The ongoing update of GE outcomes will also include detailed rubrics for assessment of students' capabilities.

3. Proposed goals do not incentivize assessment efforts (comment 4).

Responses from the proponents: Yes, the proposed ILGs are not likely to incentivize assessment efforts. Updating ILGs presents an opportunity to raise awareness of assessment, and resources and support will be provided by the Office of Assessment and Program Review to facilitate assessment.

To summarize, there is no strong objection to the proposed ILGs, and all concerns are addressed either by providing insights or ongoing related work.

- i. [AP-008-212, Merger of Interdisciplinary General Education \(IGE\) into the Department of Liberal Studies – FIRST READING](#)

The first reading report for AP-008-212, Merger of Interdisciplinary General Education (IGE) into the Department of Liberal Studies, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap008212fr.pdf>.

Report presented by Senator Small.

M/s to receive and file AP-008-212, Merger of Interdisciplinary General Education (IGE) into the Department of Liberal Studies.

RECOMMENDATION:

We recommend approval of this referral in part because it is the least-bad option on offer for IGE, and because the proposed receiving department will be conscientious, collegial, and constructive, even if not thrilled with the work brought by the merger. It is also important to note that this move was ultimately supported during the consultation process, and the IGE faculty share the view that this is the best way to move forward under the circumstances. The Committee was divided on the matter, with 7 yes votes, 1 no, and 3 abstentions. By a majority vote, the Academic Programs Committee recommends that the Interdisciplinary General Education Program, and the associated faculty, be merged into Liberal Studies, with the transition taking place in the Summer of 2022 and being completed by Fall 2022.

DISCUSSION:

Of the options on the table for IGE, the AP Committee finds that a merger with LS is the least bad option for IGE. Faculty focused on offering an academic program should do their work within the setting of a department led by a faculty Chair who functions within a college like all other departments, not an administrative unit answering directly to an administrator beyond the College level. Among academic departments, LS offers at least three distinct advantages: First, a shared commitment to broad liberal education. Second, existing working relationships as peers in CEIS. And third, while many other departments at Cal Poly Pomona devote substantial time and energy to offering humanities and social science GE classes, a merger with such a department would be a merger of competitors; LS and IGE have constructive and collegial relationships but few competitive tensions.

Of course, the interests of LS must also be given weight in evaluating this proposed merger. The AP Committee has determined in consultation that the LS faculty are willing to be constructive and collegial in working with IGE colleagues, but like the IGE faculty they are concerned about a merger dictated by fiat from above rather than a comprehensive consideration of the ground-level needs of students, faculty, and staff.

The AP Committee has examined a memo from the Provost outlining resource commitments for the merged department: Beyond those resources already committed to LS, the merged department would receive 6 WTUs per academic year for a faculty coordinator to manage the IGE program, 1 WTU per summer to work on student recruitment, and a 5% pay increase for the LS department's Administrative Support Coordinator. This is adequate support, though hardly generous. The cost savings to the university are quite modest.

The burdens on the LS Department Chair will likely increase, even with much IGE-specific work being delegated to a faculty coordinator. The AP Committee hopes that an expanded pool of faculty to serve on key committees will partially alleviate some of the burdens of an expanded department, but there will clearly be work in the transition. Faculty and staff workloads in the merged department will require close attention from the CEIS leadership team, the faculty and staff unions, and other involved parties, to ensure fair and equitable treatment of the people responsible for the successful operation of the merged department.

Another concern that the AP Committee closely examined involved the merger of two Lecturer pools. We have received assurances that when a department offers multiple distinctive programs (as is the case in several departments on this campus), work is offered based on relevant expertise and experience, with entitlements and priority applying within pools of qualified instructors. In other words, a Lecturer in one pool could not take priority over a Lecturer seniority in the other pool, even if both pools of Lecturers are under the auspices of the same department. There may be specific occasions on which a Lecturer from one group is qualified to teach in the other program, but those will be very particular circumstances that depend on the nature of the course on offer and the expertise of the particular instructor.

Regarding the rationale that IGE offers no major and thus cannot justify resources via current metrics, the AP Committee has significant concerns. First and foremost, many departments at Cal Poly Pomona devote a very large fraction of their efforts to educating non-majors in GE and service courses. Departments in the College of Science and College of Letters, Arts, and Social Sciences have particularly significant stakes in this matter, though other departments should also be concerned. If graduating majors is the most significant factor in a department's resource allocation then the implications for General Education and service courses (e.g., the foundational math and science courses taken by STEM majors across departments and colleges) on this campus are bleak: Why should a department devote effort to high-quality offerings for non-majors?

Moreover, IGE faculty are not disconnected from the task of successfully guiding students through a sequence of courses. While they do not offer a major, IGE courses do not always map one-to-one to GE categories; completion in full of a suite of classes is necessary to satisfy a suite of GE categories.

This concern with successful completion of a sequence is akin to the task facing faculty in major-offering departments, and also closely related to the task facing, for instance, math faculty who must help students (most of them not math majors!) through several semesters of calculus and differential equations. If these tasks cannot justify resources, all faculty should be deeply concerned about the administration's commitment to core elements of undergraduate education.

Perhaps the most significant concern to be raised about the current state of IGE, one that might well justify significant changes (though not the changes mooted here), involves lower-division IGE enrollments. Overall, IGE enrollments are reasonably strong, due to upper-division synthesis enrollments, but enrollments in the lower-division sequences have not always been strong. It is likely that a significant factor in the problem is that recruitment into IGE generally starts during summer orientation, and the opportunities for IGE to recruit students have diminished in revamped online orientations of late. Some members of the AP Committee are familiar with distinctive GE programs at other universities, programs that bear certain resemblances to IGE. Recruitment into such programs works most effectively when initiated long before orientation and registration; often the process begins before would-be freshmen have even submitted college applications.

It is not within the scope of this report to recommend a particular recruitment strategy for IGE. However, we see no indication that focusing primarily on one major (LS) is the best way to recruit for a broad, interdisciplinary program. Regardless of the ultimate disposition of this referral, if IGE is to thrive then recruitment strategies must receive significant attention and be supported broadly in the university. A merger with LS need not impede such efforts, but it is hardly a necessary component of such efforts.

In light of these facts, the AP Committee has doubts about whether this merger will be of great benefit to either the LS or IGE programs. It is clearly not an organic effort of the concerned faculty. The issues raised by this top-down effort signal that the Senate must be even more vigilant in scrutinizing any future reorganization proposals for academic departments and give less benefit of the doubt rather than more.

Question: It has been rumored that IGE attempted to create majors in the past but was discouraged from doing so, is that correct?

Response: Senator Small responded that during consultation the committee had not heard anything about IGE previously trying to create majors. The department is working on a minor that reflects their interdisciplinary liberal arts focus.

Question: A minor is insufficient to address the concerns from the Provost's Office?

Response: Senator Small responded that the subject of the minor did come up in discussions with several administrators, and it is an on-going project. No person explicitly stated that a minor was not sufficient. Given that this is on-going and is not an explicit thing yet, and that students ultimately graduate with a major, not a minor. It might be a true assumption that a minor is insufficient.

Question: What is going to happen with IGE curriculum once the merger happens?

Response: The plans moving forward are to continue offering the IGE curriculum. When IGE becomes part of the Liberal Studies Department, even though they have common interests, you cannot predict too much the politics of the newly merged department. On the one hand, any department offering GE courses obviously has a lot of reasons to sustain that and to want to sustain that. On the other hand, as soon as you must balance multiple considerations, there will be challenges faced by any merge department. Senator Small stated in the short-term IGE courses will continue to be offered. In the long term it will depend on how the work is done going forward in the merge.

Senator Quinn spoke as the Chair of the IGE Department. He stated that minor has been in development prior to the talk of the merge with Liberal Studies. The minor development is on-going

and currently in consultation. As far as the development of a major, Senator Quinn stated that it has only been discussed and no plans had been developed. Senator Quinn confirmed that IGE as a program will continue with the same curriculum. There are beginning discussions with the Liberal Studies Department regarding synergies between the two departments, but rest assured the IGE Department is still taking on students.

Senator Speak, speaking as a member of the Academic Programs Committee, commented that his understanding of the situation is that the IGE Department ultimately decided that this is the best move for them. And, if there are any programmatic implications of the move, there are not necessarily negative programmatic implications. He stated that he thinks the hope is that the combined faculty and departments will be able to better support IGE programs going forward.

Senator Quinn responded that the IGE Department was told in January 2021 that it would no longer be a department, and that they needed to find a place to move to/merge with. The department wanted to stay in the same college and work with Liberal Studies faculty, so the move came out of that discussion, but the initiation of merging with another department was not IGE's.

i. Early Childhood Studies

- [AP-012-212, Early Childhood Studies, B.A. – Non-Teaching Option NEW – FIRST READING](#)

The first reading report for AP-012-212, Early Childhood Studies, B.A. – Non-Teaching Option NEW, is located on the Academic Senate website, <http://academic.cpp.edu/senate/docs/ap012212sr.pdf>.

- [AP-013-212, Early Childhood Studies, B.A. – Early Childhood Teaching Option NEW – FIRST READING](#)

The first reading report of AP-013-212, Early Childhood Studies, B.A. – Early Childhood Teaching Option NEW, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap013212sr.pdf>.

- [AP-018-212, Early Childhood Studies, B.A. – Integrated Teacher Education Program Education Specialist: Extensive Support Needs Option NEW – FIRST READING](#)

The first reading report for AP-018-212, Early Childhood Studies, B.A. – Integrated Teacher Education Program Education Specialist: Extensive Support Needs Option NEW, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap018212sr.pdf>.

- [AP-019-212, Early Childhood Studies, B.A. – Integrated Teacher Education Program Education Specialist: Mild to Moderate Support Needs Option NEW – FIRST READING](#)

The first reading report for AP-019-212, Early Childhood Studies, B.A. – Integrated Teacher Education Program Education Specialist: Mild to Moderate Support Needs Option NEW, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap019212sr.pdf>.

- [AP-020-212, Early Childhood Studies, B.A. – Multilingual Teaching Option NEW – FIRST READING](#)

The first reading of AP-020-212, Early Childhood Studies, B.A. – Multilingual Teaching Option NEW, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap020212sr.pdf>.

- [AP-021-212, Early Childhood Studies, B.A. – 3rd Grade Teaching Option NEW – FIRST READING](#)

The first reading of AP-021-212, Early Childhood Studies, B.A. – 3rd Grade Teaching Option NEW, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/ap021212sr.pdf>.

Senator Small presented all Early Childhood Studies (ECS) reports.

M/s to receive and file ECS reports.

M/s to waive the first reading of the ECS reports. The rationale is that one of the reports is time-sensitive, the report that involved pre-K through 3rd grade, because state rules are about to change, so at least one of these reports should move to the Chancellor's Office in order to be approved as soon as the state rules change, so that CPP can have the option in place that meets a very urgent need for the state and is compliant with the latest rules. In principle, the one report could just be moved to waive the first reading, but since all of these programs are interlinked with a shared core, it makes more sense do deal with them as one agenda item.

A concern was brought up that the creation of new majors is not insignificant, and it is important that referrals creating new majors be brought to the Academic Senate in time to have a first and second reading.

The motion to waive the first reading of the ECS reports passed with four (4) NO votes and three (3) abstentions.

M/s to adopt the ECS reports.

RECOMMENDATION:

The Academic Programs Committee recommends that the current four (4) ECS emphases be replaced with the following six (6) options:

- Option 1: Early Childhood Teaching
- Option 2: Non-Teaching
- Option 3: Multilingual Teaching
- Option 4: ITEP Mild/Moderate Support Needs
- Option 5: ITEP Extensive Support Needs
- Option 6: Primary and Middle Childhood Teaching

DISCUSSION:

The Early Childhood Studies Department will be admitting their first freshman students into their program in the Fall of 2022. The ECS department is proposing a total of six new options under their program, in lieu of the four current emphases. The goal is to better meet their students' diverse needs and to better support their career goals. They have met with students and community members to identify their needs and considered how their program can be more responsive to their needs.

In their current program, an upper division practicum course is one of the core courses. This requires a student to be partnered with a mentor in an educational setting and requires significant resources including a low SFR (less than 15 students per section). With an anticipated increase in the number of students next year, admitting freshmen students in the Fall of 2022, and a need for non-teaching options for students whose interests lie outside the classroom (see more below), the ECS program is proposing to eliminate the upper division practicum course from the list of their core courses and only offer it in their teaching options. Also, they have added 4 new courses (New core courses: ECS 3320 ECS 4850 and new sub core course: ECS 3250 for Option 1 and 3 and ECS 4950 for Option 2 as this capstone course replaces the practicum course in the other

options). The new core courses are added to enhance students' understanding of child development within an inclusive, equity, and advocacy perspective.

They have deleted 5 courses. Three courses (ECS 3850, ECS 4600, ECS 4700), had low enrollment so the department embedded components from these 3 infant courses into 2 newly revised courses (ECS 3100 and ECS 3750 infant courses). Another course, ECS 3650, was never offered and therefore they decided to eliminate it as they developed courses that better support the students' diverse goals in careers with children and families. Lastly, ECS 3500 was deleted and components from this course were embedded within a new course, ECS 3250.

To meet the diverse needs of the students and to support their career goals, they are proposing to eliminate their current four emphases and, instead, offer six new options. All options share the core 39 units in compliance with executive order 1071.

Their current emphases are:

1. Emphasis 1 - Leadership in Early Childhood Teaching (Careers in teaching birth to eight)
2. Emphasis 2 - Early Childhood Equity and Program Administration (Career in supervisors or directors in early learning and care settings)
3. Emphasis 3 - Infant Toddler program and Practices (teaching infants and toddlers)
4. Emphasis 4 – General

These emphases will be replaced with 6 options:

- Option 1: Early Childhood Teaching
- Option 2: Non-Teaching
- Option 3: Multilingual Teaching
- Option 4: ITEP Mild/Moderate Support Needs
- Option 5: ITEP Extensive Support Needs
- Option 6: Primary and Middle Childhood Teaching

The motion to adopt the reports for the six (6) new ECS options passed with one (1) NO vote and three (3) abstentions.

5. New Business

The New Business agenda times were renumbered by the passage of a motion at the beginning of the meeting.

- a. [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 *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* is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2021-22/03.09.22/resolution_faculty_teaching_evaluation_adjustment_ay-2021-22_03.09.22.pdf.

Chair Pacleb stated that his resolution is non-controversial and very similar to the resolution of on the same topic that was passed last academic year. This resolution demonstrates collaborations between the Academic Senate and the Offices of the Provost and Faculty Affairs. This resolution recognizes the need to have some adjustments in the use of student evaluations in the performance of faculty.

M/s/p to waive the first reading of *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* passed with two (2) NO votes.

M/s to adopt the *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 motion to adopt the *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* passed with one (1) NO vote and two (2) abstentions.

b. Nominations for Chair and Vice Chair for 2022-23 Academic Year

Senator Fallah Fini explained that per the Academic Senate Constitution it is time to nominate the 2022-23 Academic Senate Chair and Vice Chair. She read Article III, Section 9 of the Constitution which states:

From among those duly elected members of the Academic Senate, a Chair and Vice Chair shall be elected by the Senate membership.

- A. Election of the Chair and Vice Chair shall take place during the first regularly scheduled Academic Senate meeting in April (April 13, 2022).
- B. The nomination period of candidates for the offices of Chair and Vice Chair shall commence at the first regularly scheduled March meeting (March 9, 2022) of the Academic Senate. Nominations, in writing, will be accepted in the Academic Senate office until 5:00 pm on the second Wednesday following the first regularly scheduled Academic Senate meeting in March (March 23, 2022). Nominations made after the 5:00 pm deadline shall not be accepted. Candidates shall provide biographical information and a statement of philosophy of shared governance for distribution. This information shall be made available to the electorate.
- C. At the election, candidates for the offices of Chair and Vice Chair shall have the opportunity to present a short statement, not to exceed three minutes.

Senator Fallah Fini asked for nominations from the floor for Chair and Vice Chair. Vice Chair Von Glahn was nominated for Chair and accepted the nomination. Senator Kumar was nominated for Vice Chair and accepted the nomination.

Senator Fallah Fini reminded senators that nominations, in writing, will be accepted at senate@cpp.edu until March 23, 2022, at 5:00 p.m. Nominations received after that time will not be accepted. The election for Chair and Vice Chair will take place at the April 13, 2022 Academic Senate meeting.

c. [Resolution in Support of the Hiring of a University Ombuds and the Filling of the Office of the University Ombuds](#)

The *Resolution in Support of the Hiring of a University Ombuds and the Filling of the Office of the University Ombuds* is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2021-22/03.09.22/ombudsresolution.03.09.22_revised.pdf.

Chair Pacleb stated that the body will need some time to discuss the *Resolution in Support of the Hiring of a University Ombuds and the Filling of the Office of the University Ombuds*. Chair Pacleb asked Vice Chair Von Glahn to speak to the resolution.

Vice Chair Von Glahn stated that the purpose of the ombuds is vital to the university. The ombuds

offers confidential, neutral, independent, and informal assistance in resolving issues, problems, or concerns of faculty, staff, and administrators. The ombuds protest staff, faculty, and students by seeking resolution amongst conflict and disagreements that may occur at the University. According to the International Ombuds Association an Ombuds Office can provide informal support to the aggrieved parties by listening and affirming their feelings. If the individuals involved and providing formal resources, if the situation merits, requires and merits escalation.

After the retirement of Dr. Lavada Austin, the previous University Ombuds, the position was not filled. An alternative strategy that the President's Office has recommended is that people seek support for Student Affairs, Faculty Affairs, and Staff Employee Relations Office. While that approach has provided some support, there is concern that this does approach does not provide a neutral, safe place where confidentiality is paramount for the independent resources for the aggrieved parties without fear of retribution. Thus, this creates a sort of liability for the university. In addition, Vice Chair Von Glahn stated that he obviously values the work that the Faculty Rights Team of the CFA does to confidentially support faculty when there are difficulties, the CFA is inherently in an advocacy role for faculty and should not be considered a neutral party.

Therefore, there is a call to bring back the University Ombuds. Of particular concern is that without an ombuds, there is no safe space to voice grievances, seek resolutions for traditional and vulnerable populations on campus, as well as underrepresented minorities, women, and people in the LGBTQ community.

Of the 23 CSU campuses, Cal Poly Pomona is one of seven (7) campuses that do not have a University Ombuds Office.

Vice Chair Von Glahn stated that these are the arguments in favor of reestablishing the University Ombuds and that he is presenting the resolution because the author is on sabbatical.

Vice Chair Von Glahn commented that he would do his best to relate what President Coley communicated to the Executive Committee regarding this resolution. President Coley has expressed a deep understanding of the need for a central person to provide resources and try to help faculty with their issues and concerns. But President Coley expressed that she has concern that the ombuds, by its very nature, according to Ombuds Official Rules, are not allowed to anyway to act on systematic problems. For example, they may de-escalate a group of people, but they cannot, while trying to remain confidentiality, report the problem to someone who might be able to fix systematic problems.

The other concern is that if you have someone who cannot guarantee that the person taking the report will not take action, without confidentiality being paramount, rather than action, then confidentiality cannot be strictly insured. Vice Chair Von Glahn commented that the role of the ombuds is to maintain confidentiality and ensure that there is a safe-space, whereas somebody who can address systemic problems might, even though they are trying to continue confidentiality, there might still be breeches or possible retaliation if that person takes action. Vice Chair Von Glahn added that this does warrant discussion amongst the senators to entertain the concerns of President Coley and by senate colleagues who have called for the re-introduction of the ombuds.

Chair Pacleb stated that Vice Chair Von Glahn pointed out that there are a lot of perspectives on the role of the ombuds, and that is where the body needs to consider this very carefully because there are different perspectives on the subject. She added that this is the introduction of this resolution, and it needs considerably more discussion, and it will not be voted upon at this meeting. In addition, it is important that President Coley be available in-person to discuss her concerns.

Senator Barding commented that he has been interim department chair for only two (2) months, and he has had more than one faculty member ask about access to an ombuds and they were disappointed to find out that they did not have a way of consulting or discussion with someone that

would ensure anonymity, and they declined to take any action because there was not an ombuds. Additionally, in my interaction with an ombuds the ombuds asked if they needed to take this to someone else or if it needed to be escalated, so it was my choice on how to approach the problem.

There was a request for someone to clarify in the second *whereas* that states that “student seek support from Student Affairs.” In looking at the Student Affairs website it is not apparent where a student would go to get resolution for an issue that they might report to an ombuds. Senator Pacleb asked if anyone was present from Student Affairs who could answer the question. Senator Lee responded that she could speak to the comment since her constituents represent Student Affairs. She stated that this is also unclear for the people in Student Affairs, and it is her opinion that many of her constituents support this resolution because there is the sense that students may be getting the run around and do not have a centralized space to be able to get clear support or direction. Some students are referred to the Title IV Office, but there are certain limitations that. Some students get referred to Counseling and Psychological Services (CAPS) which is confidential, but CAPS is not a source for advocacy. They are mainly to de-escalate crises. All of this results in an unclear direction for students, and for Student Affairs personnel.

Senator Lee stated that she did receive specific feedback regarding language in the second to the last paragraph where it states “...issues for Student Affairs, Faculty Affairs, Labor Relations, and the CFA.” It was suggested that CFA should be changed to “corresponding employee union” to be more inclusive of other union representation. Chair Pacleb stated that the change would be made for the second reading of this resolution.

Senator Speak stated that the ombuds work very differently on different campuses. In very general ways, on some campuses they are perceived as primarily a place for students to go when they have an issue with faculty. On other campuses it is seen as sort of omnicompetent, that is what he perceived to be the case on campus when Dr. Austin was the University Ombuds. The role of the ombuds has a long and well-developed tradition, but the purview of a particular Ombuds Office on this campus could be defined by policy and expectation. He stated that his hope would be that if the campus established an Ombuds Office it would be available to students and to faculty. This is something that would need to be carefully considered and policy would have to be determined, but the possibility of having a very effective and productive Ombuds Office merits the passage of this resolution. An ombuds is by tradition someone who facilitates conversations to achieve a resolution to an issue.

Chair Pacleb thanked everyone for the conversation and reminded the body that this important conversation will continue at the next meeting.

The March 9, 2022, Academic Senate Meeting adjourned at 5:00 p.m.

