Minutes
of the Academic Senate Meeting
April 26, 2023

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

Proxies: Senator Givens for Senator Vallejo, Senator Kumar for Senator Yoo, Senator Barding for Senator Davidov-Pardo

ABSENT: Hudson, Gekara,

GUESTS: A. Baski, J. Brown, N. Chaturvedi, J. Chong, S. Coley, B. Davila, L. Dinh, K. Forward, H. Gilli-Elewy, T. Gomez, C. Gonzales, J. Hargis, N. Hawkes, D. Horner, C. LaMunyon, C. Pickett, B. Quillian, A. Rappaport, J. Saclolo, C. Santiago-González

1.   Academic Senate Minutes – March 8, 2023 and April 5, 2023

The March 8, 2023 Academic Senate Meeting minutes are located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.26.23/academic_senate_minutes_03.08.23_posted.pdf.

M/s/p to approve the March 8, 2023 Academic Senate Meeting minutes.

The April 5, 2023 Academic Senate Meeting minutes are located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.26.23/academic_senate_minutes_04.05.23_posted.pdf.

M/s/p to approve the April 5, 2023 Academic Senate Meeting minutes.

2.   <u>Information Items</u>

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

Chair Von Glahn announced that August 17th will be the combined retreat with the President's Cabinet and College Deans and summer Academic Senate Meeting. August 17, 2023 is a Thursday, please save the date for the meeting.

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

President Coley addressed the April 25th police activity at building 94 and the valid concerns it raised about protocols for keeping the campus community safe and informed in potential active shooter situation. President Coley introduced some of the campus community leaders to the meeting, Chief of Police Dinh, and Chief Communications Officer, Amon Rappaport. The President stated that she cares deeply about everyone's safety. She commended the University Police Department and Pomona Police for their

swift and brave action in their response but acknowledged that we fell short in communicating the circumstances to the campus in a prompt and clear manner, which made an alarming experience worse for many.

She described the incident for those who were not aware. Yesterday, April 25, at 12:27 p.m., university police department (UPD) officers responded to a report of gunshots near building 94. Officers immediately responded and were on the scene at 12:31 p.m. The university police department requested assistance from the Pomona Police Department, and two of their officers responded to the campus. Per the protocol, UPD officers entered the building with guns drawn. They quickly determined that the noise was due to nearby construction and within five minutes of their arrival deemed the scene safe. They declared the area all-clear by 12:37 p.m. The police remained on site until 12:47 p.m. when the call was considered closed. In sum, the incident was over in about 20 minutes. The President commended the chief and the officers for their swift and brave response for keeping the campus community safe.

She acknowledged the timely communication to the campus body in service of safety is important and the President apologized for falling short in communicating the circumstances in a prompt and clear manner. There were "all clear" messages sent by social media and email, but they were not timely or thorough enough.

President Coley met with Chief Dinh, Amon Rappaport, and other members of her cabinet first thing this morning to debrief on yesterday's event and discuss how to improve procedures. One immediate change is that the emergency broadcast system will be used to send an "all clear" message to the entire campus community once UPD has determined that the scene is safe. This applies to cases such as yesterday's where there is a potential or actual threat and bystanders have witnessed an elevated police response. The system simultaneously alerts people via text, phone calls, email, and desktop notification. In the unfortunate case where actual violence does occur, the number one priority is an effective law enforcement response, and secondarily in terms of communicating in service of people's safety. The President committed that there will be an emergency alert sent with directions for action as swiftly as it is prudent to do so, ensuring that the law enforcement response will not be compromised. Beyond this immediate change, the President has asked the Police Chief, Strategic Communications, and their teams to re-evaluate the campus emergency response and communication procedures and to recommend and implement necessary improvements, including more frequent training for the campus community.

All of us have a responsibility to keep ourselves and fellow community members safe, President Coley urged that the following steps be taken:

- Ensure your contact information is updated in Bronco Direct so you'll get emergency alerts.
- Visit the Emergency Management website and watch the short video on what to do in an active shooter situation, which is to "Run. Hide. Fight."
- Remain vigilant, and if you see something, say something.
- Save UPD's number in your phone and contact them in the event of an emergency: (909) 869-3070.

On April 19, Cal Poly Pomona joined with other CSU campuses for the annual CSU Hill Day in Washington D.C. California State University students, alumni, staff, trustees, and leadership met with federal legislators to advance top CSU federal priorities, including

doubling the maximum Pell Grant and permanently index it to inflation. The President noted that when Pell Grants were first established in the 1970s, they covered about 80% of students' total college cost, today it covers less than 30%. They also discussed providing a pathway for permanent residency and U.S. citizenship for Dreamers, Deferred Action for Childhood Arrivals (DACA) recipients. Undocumented students do not have access to Pell Grants or any other federal financial aid, or participation in federal programs. Student leaders and President Coley met with Congresswoman Norma Torres, Congresswoman Grace Napolitano, and Congresswoman Linda Sanchez. With a divided congress, we are realistic about legislative outcomes on these priorities, but there is still a responsibility to educate leaders about the challenges students are experiencing, from the need for more mental health services, to the increased burden on students to pay for basic needs like food and housing. President Coley also discussed the importance of the CSU in supporting the nation's workforce. The CSU is the largest public university system in the nation. One in every twenty bachelor's degrees issued in the nation is from the CSU system and CSU students graduated with lower average debt as compared to the California and national average. The President and interim Vice President of University Advancement, Frances Teves, met with a variety of federal departments including NASA, the National Oceanic Atmospheric Administration (NOAA), United States Department of Agriculture, as well as the U.S. Department of Health and Human Services, in order to discuss what makes CPP unique, the accomplishments of faculty and students, and to explore partnership opportunities.

President Coley shared more about our Campus Implementation Team to support the campus response to the Cozen assessment Title IX/DHR, including representatives from the faculty, staff, and students, as well as administrators who have important alignment with the Office of Equity and Compliance. President Coley thanked Senator Bharti Sharma for serving as the faculty representative. She also thanked the two (2) student representatives, and Rhonda Dixon, who is serving as the staff representative. The campus team attended the first system-wide briefing at the Chancellor's Office with the Cozen team on April 18, 2023. There will be another meeting on April 28, 2023. These meetings are intended to share preliminary system-wide findings and data from the assessment as well as to assure a foundational understanding of the regulatory landscape and CSU best practices.

An announcement about the new unit titled "People, Culture, and Institutional Affairs (PCIA)" will be going out to the university soon. President Coley stated that since outset of her presidency, she has been committed to continuously strengthening the employee experience. A people-first ethos is reflected in our Strategic Plan, in which we committed ourselves to ensuring that faculty and staff have access to not only professional and skill development, but also pathways for advancement and a sense of belonging and community.

There have been several advances in this area, including the creation of the Employee and Organizational Development and Advancement (EODA) unit in 2018, which unified formally disparate employee services and functions under a single unit.

The workplace is continually evolving, particularly as we emerge from a global pandemic. The President is committed to evolving campus planning as well. Informed by recent conversations with employee and faculty unions, and the Academic Senate, as well as findings from our regular pulse surveys and the recent Title IX and Discrimination, Harassment and Retaliation (DHR) Assessment by Cozen O'Connor, the President announced several new initiatives in support of employee well-being and thriving.

Starting this fall, we will reestablish and expand the Office of Conflict Resolution Services and Ombuds with the intent to serve faculty, staff, and students. President Coley expressed her appreciation to the Academic Senate for initiating this effort through a resolution last spring. Conflict resolution services will be offered by reinstating and expanding the role of the University Ombuds. The individual hired will offer both responsive and proactive tools, and the training and resources to prevent and navigate conflict in a healthy way. Additionally, the ombuds will be available to any employee, faculty, and staff, as well as students in need of neutral, confidential counsel on navigating conflict.

Conflict resolution and ombuds services will be provided through a newly expanded unit called "People, Culture, and Institutional Affairs (PCIA)" in the Office of the President. This unit will encompass EODA/Human Resources Operations, Employee/Labor Relations and Compliance (ELR), the Office of Equity and Compliance (OEC), Inclusive Excellence, and Strategic Communications. This unit will align all these functions for a more coherent employee experience. This new unit will be under the leadership of Nicole Hawkes, with expanded duties. These new duties will be reflected in the title of Vice President and Chief of Staff. Kimberly Allain (EODA/HR Operations) and Yasmin Iltchi (Employee/Labor Relations and Compliance) will have reporting lines to Ms. Hawkes. Dawnita Franklin (OEC), Cindy Pickett (Inclusive Excellence), and Amon Rappaport (Strategic Communications) will continue in their current positions and will help to shape the direction and strategic priorities for this newly integrated unit. These organizational shifts will take effect this semester, with the goal of completing planning and having operational changes in place by fall 2023.

Those essential operational units such as budget, facilities, parking, planning, audit, enterprise foundation and police will remain under the leadership of Vice President for Administration and Finance Ysabel Trinidad. Over the course of these changes, all the ways you access critical services formerly associated with EODA/HR Operations, such as payroll and benefits, will remain unchanged.

Cal Poly Pomona has assembled a cohort of forty faculty, staff, and administrators to participate in the CSU Racial Equity Leadership Alliance as part of the larger campus strategy of building capacity for shared equity leadership. The group will meet monthly over the next year with nine (9) other CSU campuses for a series of e-convenings sponsored by USC's Race and Equity Center. Following each meeting the Cal Poly Pomona cohort will gather as a community of learners to discuss and reflect on the material and its implications to CPP.

On Monday, April 24, Student Trustee Maria Linares visited the campus. President Coley thanked the Academic Senate Executive Committee for engaging with Trustee Linares and sharing their insights. Trustee visits are important to the campus. They provide an opportunity for Trustees to understand both the common and unique issues of priorities on the 23 CSU campuses. Trustee Linares shared with President Coley how much she enjoyed visiting the campus and how impressed she was with unique aspects of the campus and programs.

President Coley extended a thank you to all those who participated in the Open House on Saturday, April 15. There were 6743 attendees which included 2227 prospective students. Many of the colleges had unique ways of engaging with parents or guardians of prospective students.

President Coley commented that there is a date set for the annual fall retreat with the Academic Senate, which is Thursday, August 17, 2023.

President Coley thanked Senators John Lloyd and Gwen Urey, and Danny Wu, Executive Director of Transportation & Planning, for their engagement and participation in the Alternative Transportation Initiative. Town and Gown Bike Ride was held on Friday, April 21, which was hosted by the Alternative Transportation Committee who planned 5- and 10-mile bike rides that started on the campus. The President shared her appreciation of the campus engagement which included the Pomona Mayor and several Pomona City Council members.

Senator Hanink thanked the President for the update on the reported active shooter situation and asked what the university's plan is for communicating to students any new emergency procedure changes. He stated that students have extraordinary anxiety around active shooters and many approach this with skepticism and cynicism. The President responded that they will be meeting and working with ASI on the messaging. This topic will also be included as part of orientation.

Senator Guerrero stated that he is from the Political Science Department, one of the departments in building 94. He was not in the building when the event happened but was receiving text messages that there were armed police in the building. There was a period of confusion that was frightening, and people were asking him what was going on and what should they do. As he was walking back to the building, he was minutes from encountering police officers with guns and as a person of color, who has had bad experiences with police, this is traumatizing to experience. He commented that there were other people in the building who had the same reaction and added that the campus community needs to be notified when there is an armed response on campus. This situation could have had unintentional catastrophic consequences. President Coley responded that the campus is prepared with threat assessments and responses. The failure with the recent situation was communication. That is why there was a debrief and discussion of how to improve communication procedures.

Senator Lloyd stated that he was on the third floor of building 94 and observing what was going on. He added that he does understand not wanting to alarm the campus while doing a threat assessment, but because there were no alerts, and the officers departed almost immediately, he was wondering if it would be beneficial for one of the officers to stay behind once all clear is given and explain the circumstances of why they were there. President Coley responded that officers need to leave immediately because a police presence can cause anxiety, but she did say that better communication is needed. Senator Lloyd thanked Provost Brown for coming by the building and asking if everyone was all right.

Senator Osborn remarked that this subject is very personal to him because a friend of his, a professor at the University of Arizona, was shot by a student in October 2022. He asked if there are any special responsibilities that he has as the head of a class if an active shooter situation occurs while he is teaching. President Coley acknowledged that this may be a gap in the procedures. Her team is going to look at the responsibilities of various roles on campus during an emergency, find the gaps, and provide training for those gaps. In addition, Vice President Gonzales is looking at health and well-being in a much broader context than just going to the counseling center. She added that we need to look at how, as a community, there is support in the case of a real threat.

Senator Pacleb commented that she was there when this event happened, and she continues to experience nervousness and shakiness. She stated that the sight of police entering the building with guns drawn will never disappear from her mind. Her main concern lies with the students who were in the vicinity. The span of 5 to 10 minutes that the police were in the area seemed like a longer time, and we kept looking at our cell phones for an explanation and one never came. Senator Pacleb asked that we never leave out the emotions of a circumstance like this because students, staff, and faculty can be traumatized by this. President Coley stated that she cannot even begin to say that she understands, and she regrets that the situation occurred. But she also stated that she wants to use that regrettable situation for introspection and reflection for the entire community.

M/s/p to postpone the time certain for the Academic Senate Reports until after all the information items are completed.

c.   [Provost's Report](#)

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.26.23/final_provosts_report_to_academic_senate_2023-04-26.pdf.

Provost Brown thanked people for sharing their accounts of the active shooter situation that happened yesterday and stated that it is always a pleasure to present to the Academic Senate.

The Provost reiterated that 2227 potential students came to the Campus Open House to explore what being a Bronco is all about. She also mentioned that 200 people attended the Black Scholars Breakfast. The Open House is the largest event leading up to the intent to enroll deadline which is May 1, 2023. In total there were more than 6700 guests on campus and the Provost stated that seeing the collective effort of the campus and academic community coming together to support incoming students is both exciting and promising.

Provost Brown reminded the body that finalists for the Dean of the Collins College of Hospitality Management and the Dean of the Don B. Huntley College of Agriculture will be on campus starting May 2, 2023. She thanked the search committees and the staff for their work creating the schedules. She acknowledged that this is a busy time in the academic year, and she noted that she does value everyone's input and participation in the search process. Feedback informs the campus direction, and it is vital in continuing the trend of successful searches and leadership stability it brings. She added that she is close to naming the next College of Engineering Dean.

Provost Brown announced the approval to hire 42 new tenure track faculty in 2023-24. She thanked President Coley for supporting the new approach of evaluating colleges needs by integrating quantitative and qualitative feedback. This approach should better enable colleges to better meet programmatic and educational goals to better support the needs of the university and continue the strong academic work that distinguishes Cal Poly Pomona. All deans were notified yesterday and so department chairs should have the information shortly.

The Registrar's Office in collaboration with Academic Programs the Office of Graduate

Studies worked to transition all graduate degree programs from the legacy process of using written contracts to the automated Degree Progress Report (DPR) effective the fall 2022 admit cycle. This means that fall 2022 admitted students will have a clear and accessible outlook for their degree progress. The DPR is accessible to all students in BroncoDirect except for credential and second baccalaureates. Students admitted prior to fall 2022 will still follow the legacy process using written contracts.

The feedback on the draft WSCUC interim special visit report is in progress and will be collected through May by Dr. Jocelyn Chong, Coordinator of the Office of Assessment and Program Review, and Dr. Aaron DeRosa, Special Report Editor. There is a Qualtrics survey available on the Special Visit website for general comments on the report.

The Chancellor's Office will hold an Informational Seminar on General Education on May 2, 2023 at 3:00 p.m. This will be an online seminar for a collaborative discussion on CSU General Education and the proposed Cal-GETC streamlined pathway for transfer students.

In recognition of faculty contributions, Provost Brown announced that 18 faculty members will receive 3 WTU course assigned time for their exceptional contributions to students. In addition, 33 lecturers have been approved for range elevation, which comes with a minimum of a 5% salary increase. Lecturers are eligible for range elevation when they reach the top of their salary level and have been teaching at CPP for six (6) years.

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

The Vice Chair's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.26.23/2023.04.26_report_status_summary1.pdf.

NEW REFERRALS: (0)

SENATE REPORTS FORWARDED TO PRESIDENT: (5)

AS-3036-223-AP	Program Review for BS Communication
AS-3037-223-AP	Apparel Merchandising and Management, B.S. – Textiles Option Name Change to Textile Technology and Sustainability Option
AS-3038-223-AP	Program Review for MS Engineering Management
AS-3039-223-GE	HST 4406 – History of Women, Gender, and Sexuality in the United States (GE Interdisciplinary Synthesis C3 & D4)
AS-3040-223-GE	CHM 1210 – General Chemistry I (GE Sub-Area B1) and CHM 1210L – General Chemistry Laboratory I (GE Sub-Area B3)

PRESIDENT RESPONSES TO SENATE REPORTS: (22)

AS-3011-223-AA	Class Scheduling Rules **– APPROVED**
AS-3012-223-AP	Education, M.A. - Special Education Option, Diversity and Special Education Emphasis Discontinuation **– APPROVED**
AS-3013-223-AP	Education, M.A. - Special Education Subplan/Option, Curriculum and Instruction Emphasis **– APPROVED**
AS-3014-223-AP	Education, M.A. - Special Education Option, General Studies Emphasis Discontinuation **– APPROVED**

AS-3015-223-AP	Apparel Merchandising and Management, B.S. – Apparel Production and Management Option and Apparel Product Development Emphasis Name Changes to Design and Production Option and Apparel Design Emphasis **– APPROVED**
AS-3016-223-AP	Program Review for MS Hospitality Management **– APPROVED**
AS-3019-223-AA	Lab Time Modules on Mondays and Wednesdays **– APPROVED**
AS-3020-223-AA	Updates to the Retroactive Withdrawal Policy **– APPROVED**
AS-3021-223-AA	Updates to the Withdrawal Policy **– APPROVED**
AS-3022-223-AA	HyFlex Instruction Mode Update **– APPROVED**
AS-3023-223-GE	COM 2238/EWS 2238 – Racialized Language, Power, and Identities (GE Area F) **– APPROVED**
AS-3024-223-GE	ENG 2185/EWS 2185 – Realities and Representations of La Frontera/ The Border (GE Area F) **– APPROVED**
AS-3025-223-GE	HST 2105/EWS 2015 – The Great American Historical Paradox: African and American (GE Area F) **– APPROVED**
AS-3026-223-GE	LS 2200/EWS 2200 – Sound, Rhythm, and Race (GE Area F) **– APPROVED**
AS-3027-223-GE	LS 2230/EWS 2230 – Infinite Blackness (GE Area F) **– APPROVED**
AS-3028-223-GE	SOC 3315/EWS 3315 – Asian American Sociology (GE Area F) **– APPROVED**
AS-3029-223-GE	PLS 3275/ EWS 3275 – Asian American Politics (GE Area F) **– APPROVED**
AS-3031-223-AP	New Self-Support Accountancy Global Access Certificate **– APPROVED**
AS-3032-223-AP	Double Majoring Policy Update **– APPROVED**
AS-3033-223-AP	New Self-Support Counterpart of the Master of Public Administration – **APPROVED**
AS-3034-223-AP	New Self-Support Master of Science in Digital Marketing **– APPROVED**
AS-3035-223-AP	Establishment of a required Graduation Course for all Graduate Students **– APPROVED**

e. [ASCSU Report](#)

The ASCSU Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.26.23/ascsureport20230426.pdf.

Senator Urey stated that there is no report since the ASCSU has not met since the last CPP Academic Senate Meeting. She mentioned that the informational seminar on the new GE pathway will be held on May 2, 2023 at 3:00 p.m. More information will follow.

f. [Budget Report](#)

The Budget Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.26.23/budget-report-april-26-2023.pdf.

The Campus Physical Master Plan and Capital Program Update presentation is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.26.23/mp-and-cap-program-sp-23.pdf.

Senator Lloyd reported that last week the Budget Committee met with VP President Isabel Trinidad, Danny Wu, AVP for Planning, Transportation, and Sustainability, and Michelle Cardona, AVP for Financial Services to review the Facilities Budget. The committee received an overview of the Campus Master Plan and the costs of the priorities in the plan.

VP Trinidad explained to the committee that the CSU has a $6.5 billion backlog of needs for infrastructure and deferred maintenance. The legislature has been willing to allocate one time funding for infrastructure needs. In 2022-23, the CSU received $1 billion for maintenance and infrastructure, which was short of the amount the Board of Trustees (BOT) had requested. Senator Lloyd stated that there is the possibility of a general obligation bond for education infrastructure to be on the ballot for 2024.

Cal Poly Pomona's backlog is $889 million, with two-thirds of the buildings being older than 30 years. There is a need for surge space while academic buildings are being refurbished, which is a big part of the challenge on why it takes so long to get buildings upgraded.

g. CFA Report

Dr. Puthoff reported that on Monday, May 1, 2023, which is International Workers' Day, there will be a rally at 12:00 p.m. outside of the Library. CFA is cohosting the event with the CSUEU.

May 22, 2023 is the next BOT meeting and if anyone is interested in going to the meeting as a spectator or because you would like to speak to the board, this is a prime opportunity. CFA representatives normally go and rally outside and there are representatives inside the board meeting, so the BOT hears the faculty voice. Please contact any CFA representative if you are interested in going.

h. ASI Report

No ASI Report presented.

i. Staff Report

No Staff Report presented.

j. Safer Return Task Force

The Safer Return Task Force presentation is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.26.23/safer-return-update.academic-senate.4.26.23_.pdf.

Interim VP Teves could not attend the meeting but did provide a written report.

k. Faculty Athletic Representative (FAR) Report

The FAR Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2022-23/04.26.23/far-senate-report-april-2023.pdf.

Senator Chase, who also serves as the FAR, reported that it is quite remarkable how successful student athletes are, with 71% of student-athletes earning a 3.0 or higher GPA and 35% earning Dean's List recognition in the fall semester. One of the FAR's responsibilities is to review and report on progress toward degree. The NCAA requires student athletes to achieve 24 units to degree per calendar year, a minimum of 18 units towards degree during the academic year and a minimum of 9 units towards degree each

semester The vast majority of the athletes (>94%) achieve these benchmarks each term.

There were a couple minor NCAA violations this year. Minor violations are common and are inadvertent, providing only minimal advantage, with no significant extra benefit to student athletes.

Senator Chase stated that it has been an interesting time, coming out of COVID, for student athletes. Many athletes had COVID waivers for eligibility extensions which is enabling them to stay on campus a little longer. Many athletes are going into graduate and credential programs.

One of the things Dr. Chase has been involved with to help student athletes was getting funding for development of the STAR app, **S**tress management, **T**ransition, **A**dvocacy, and **R**esources. This app provides an effective way to get information to student athletes about what they must do on a day-to-day basis.

Dr. Chase has been involved with the FAR Fellows Institute and participated on the Steering Committee for the Advanced Institute. The Steering Committee is developing training modules for new FARs. There is a steep learning curve for incoming FARs who are new to the role. The training modules will provide incoming FARs with access to education on how to be a FAR and do it more efficiently.

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

   a. GE-002-223, New GE Student Learning Outcomes – **SECOND READING**

   The second reading report for GE-002-223, New GE Student Learning Outcomes. is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ge002223sr.pdf.

   Senator Aragon presented the report.

   M/s to adopt GE-002-223, New GE Student Learning Outcomes.

   RECOMMENDATION

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

   DISCUSSION

   This referral is proposing seven (7) revised GE Student Learning Outcomes from the current fourteen GE-SLOs. This referral comes out of a multi-year process to revitalize GE as part of CPP's Strategic Plan 2017-2025. In 2019, CPP developed and adopted the General Education Meaning and Purpose Statement (GEMPS), now included in the General Education section of the CPP Catalog.   After adopting GEMPS, the next step in acting to revitalize the GE program was to revise the GE-SLOs to better reflect the ideas captured in GEMPS, better communicate the meaning and purpose of GE to students, and better align the GE Program with the academic master plan.

This referral also addresses some of the WSCUC recommendations prior to the WSCUC campus visit in fall 2023. In particular, the revised GE-SLOs demonstrate progress on meeting two recommendations:

- Develop a structure to establish relationships among program learning outcomes, general education learning outcomes, and institutional learning outcomes.
- Articulate how assessment results from programs, general education, and student affairs provide evidence of meeting institutional learning outcomes. These assessment efforts and results should be combined with institutional data to explicitly understand the relationship between student learning and student success.

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

The President commended the committee for the outcomes that were arrived at and in addition she appreciates the incorporation of civic literacy in the GE SLOs. Senator Aragon thanked the President for her kind words and then stated that Jocelyn Chong should be commended for her leadership on this.

The motion to adopt GE-002-223, New GE Student Learning Outcomes, passed unanimously.

b. [AA-005-223, Creation of a Credit for Prior Learning (CPL) Policy – **SECOND READING**](#)

The second reading report for AA-005-223, Creation of a Credit for Prior Learning (CPL) Policy, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/aa005223sr.pdf.
Senator Givens presented the report.

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

RECOMMENDATION

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

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

CPP Credit for Prior Learning Policy
Proposal

In instances where students have obtained knowledge from non-academic or informal

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

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

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

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

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

1. Academic Credit for Examinations and Other Assessments

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

A. Campus Course Challenge Exams

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

Students may challenge courses by taking examinations developed at Cal Poly Pomona to earn credit toward the degree. Challenge exams will be made available upon student request for students who meet the basic eligibility criteria, as determined by discipline faculty.

Credit shall be awarded to those who pass them successfully. A course may be challenged only once.

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

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

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

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

B. Standardized Examinations

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

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

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

C. Credit Acquired through Experience

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

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

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

2. Credit Acquired through Workforce and Industry Learning

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

A. Types of Approved Instruction

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

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

B. Application of Credit:

1. *Campuses shall accept and award course credit as recommended by ACE National Guide to College Credit for Workforce Training, as appropriate for a student's academic objectives.*

2. *Credit shall be awarded for a specific university course or a specific category of university degree credit*

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

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

A. Basic Military Training (Boot Camp)

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

B. Defense Language Proficiency Test (DLPT)

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

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

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

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

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

For students who enter with an Associate Degree for Transfer (ADT), full or partial certification in CSU General Education Breadth, and consistent with CSU policy on

transfer, transcribed credit awarded for **learning acquired outside of traditional higher education** shall be accepted for articulation and transfer, including credits for CSU-GE breadth and CSU-IGETC based on current system-wide articulation guidance.

5. Prior Learning Assessment Grading

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

6. Transcription of Credit for Prior Learning

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

7. Credit for Prior Learning Appeals

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

8. Credit for Prior Learning Fees

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

APPENDIX A

Cal Poly Pomona
Recognized Military Transfer Credit

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

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

per TES agreements established through 7/18/2021

DISCUSSION

Senator Givens stated that the committee has not received any additional input since the first reading on April 5, 2023. She thanked all who put time in consulting with the committee on this report, especially the proponents of the referral. The committee does recognize the potential increase in labor that California Assembly Bill 1002 may require. The committee has done their best to create a policy that the law requires and supports student success but also protects faculty workload. For example, departments can develop a pre-screening process for challenge exams, and they would also be allowed to have a list of courses that may not be challenged. This would make sure departments do not have problems with accreditation and/or to balance faculty resources. This policy and AB 1002 do not supersede other campus requirements such as residency requirements.

The motion to adopt AA-005-223, Creation of a Credit for Prior Learning (CPL) Policy, passed unanimously.

c.   AA-008-223, Graduation Writing Assessment Requirement - **SECOND READING**

The second reading for AA-008-223, Graduation Writing Assessment Requirement, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/aa008223sr.pdf.

Senator Givens presented the report.

M/s to adopt AA-008-223, Graduation Writing Assessment Requirement.

RECOMMENDATION

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

The University Writing Requirement at Cal Poly Pomona
The Alternative GWT Committee was formed on August 26, 2020, to address changes to the Graduate Writing Test passed down by the CSU Chancellor's Office in a memo dated March 12, 2020. The Committee revised and adopted their

proposal following the CSU Chancellor's Office memo dated April 25, 2022. This document summarizes, then details, our work.

Summary

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

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

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

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

Proposal

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

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

2. The University Writing Assessment Committee (UWAC) a. The UWR will be overseen by an Academic Senate-appointed standing committee.
    a. The University Writing Assessment Committee (UWAC) will replace the senate GWT Committee.
    b. The UWAC shall consist of one representative from each college, a Writing in the Disciplines Coordinator who will serve as chair, a representative from the Office of Assessment and Program Review, a representative from CAFE, a Library representative, and the University Writing Center Coordinator.
    c. The UWAC will be responsible for the following:
        i. Certifying courses as meeting the requirements for a writing-intensive "W" designation (listed below).
        ii. Conducting regular review of course certification, as described below.
        iii. Coordinating with the Registrar's office about petitions of substitutions for W-certified courses. Petitions for course substitutes should remain consistent with the university-wide and department procedures in place. A separate petition procedure should not be created. Student petitions must be accompanied by evidence of equivalence, including:
            1. Course syllabus;
            2. Sample writing or writing prompt from the course;
            3. Evidence of a grade of "C-" or better for the course.

iv. Coordinating with CAFE for faculty development and resources to ensure writing instruction is sound, equitable, and consistent.

v. Coordinating with the Learning Resource Center and the University Writing Center to provide adequate support to faculty and students in W courses.

vi. Facilitating the collection of representative samples for University assessment.

vii. Evaluating assessment data to ensure equitable outcomes and take steps as necessary to promote student success in written communication.

3. UWR Course Certification and Approval Process

a. **Basic Qualifications**: To receive writing-intensive "W" certification, a course must be at the upper division level and a minimum of 3-WTUs. If an upper-division course is less than 3-WTUs, the UWAC may approve it provided it is a co-requisite with other courses or part of a sequence of courses and the cumulative WTUs equal at least 3 WTUs for faculty and 3 semester units for students. The student enrollment cap should not surpass 25 students within a given term and the writing activities and assignments should clearly demonstrate how learning outcomes and pedagogical practices will be met (see 3.b. and 3.c.). Academic units may propose new courses or designate existing courses to the UWAC.

b. **Learning outcomes**: To be designated as writing-intensive (W), a course must require, at minimum, students' demonstration of the following abilities (this list does not exclude other learning outcomes appropriate to the discipline and/or course):

i. Understand the role of audience (i.e., professional, public, expert, informed novice) and purpose (i.e., to persuade, report, propose, review) in written communication

ii. Use appropriate disciplinary conventions (i.e., organization/structure, style and tone, formatting, and citation practices)

iii. Critically engage with disciplinary content (i.e., through analyzing arguments, drawing conclusions, proposing recommendations)

iv. Leverage credible sources to develop informed ideas

v. Incorporate feedback and self-assessment to revise written work

c. **Pedagogical practices**: To be designated as writing-intensive (W), a course must meet the following criteria:

i. Amount of Writing: Students produce at least 4000 words (approximately 7 single-spaced pages/15 double-spaced pages, excluding references, including substantially-revised words) of individually-composed formal writing that demonstrates upper-division written English proficiency within the course's given discipline

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

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

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

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

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

vii. Class Size: Course enrollment cannot exceed 25 students without approval from the UWAC, and the request to increase enrollment should be justified pedagogically.

d. **Application Process**: Course certification and recertification are run through the UWAC.

        i.   An academic unit proposing a new course for which certification is sought shall indicate on the proposal form that W certification is requested, and concurrently submit a proposal for W certification in Curriculog.

        ii.   Proposals for W certification of preexisting classes, or recertification, shall be reviewed directly by the UWAC and need not be reevaluated by College and University Curricula Committees.

            1. W courses in the GE program must also be reviewed by the GE Committee.

e. **Recertification**: The Office of Academic Programs shall keep a record of all W certified courses. After seven consecutive years, W certification shall expire. In the sixth year of certification, the Office of Academic Programs shall notify the academic unit that the course must be recertified.

        i.   If a course syllabus changes so that it no longer meets the requirements for W certification before the seven-year expiration, that course's W certification will be automatically revoked.

            1. A course that is denied W recertification will be allowed a grace period of one academic year to revise and resubmit for recertification. If the course has been denied W certification, it shall no longer be specified as a writing course but may continue to be offered as a regular course.

        ii.   ==Syllabi and artifacts may be requested to ensure that faculty are consistent with the requirements to keep the course's W designation.==

f. Special Cases

        i.   Students shall receive credit for having met the requirement upon completion of the academic unit-specific upper-division writing course with a grade of "==C-==" or higher, as long as the course was W certified at the time the student was enrolled, independent of the student's catalog year.

        ii.   Completion of another CSU's upper-division baccalaureate writing requirement with a grade of C- or higher shall be transferrable to CPP.

        ii.iii.   ==If a sequence of courses or co-requisites are approved for the W designation, a grade of C- or higher should be achieved in all sections or courses approved as part of the W course experience.==

DISCUSSION

Senator Givens thanked all the Graduate Writing Assessment Requirement (GWAR) Committee members for their extensive work on this referral and she also thanked the many faculty and administrators who consulted with the committee throughout this process. This referral required an extensive amount of work considering pedagogical and practical concerns about how the campus can comply with the Chancellor's Office directive of suspending testing for the Graduate Writing Assessment Requirement and requiring a course-based process.

Throughout the process, the committee discussed values of helping students develop as writers, the need to reduce the enrollment cap to sustainably mentor student writing within disciplines, and concerns about faculty workload. Given the extent of the numerous concerns the committee has heard, this report documents some of the issues raised and the recommendations/decisions discussed. The report was revised to be more flexible and cost effective than other campuses. The policy as it stands now has a lower word count than other CSUs; 4000 words as opposed to 5000. This will hopefully allow more faculty to adapt their classes for 'W' designation and aid in balancing workload. The proposal allows for class sequences and co-requisite classes to be considered for 'W' courses. The point of this change is to reduce the cost and FTE impact. To be more in-line with the Golden Four requirements, the committee changed the grade required from a 'C' to a 'C- ', thus reducing the number of students who would have to retake the class if they received a 'C- '. The report also reworded the expectations about the weight of the grading. The proposal states that writing assignments and activities may be 51%, or that writing be a focus of a majority of course objectives, or other alternative grading formats.

Senator Givens mentioned that the changes since the first reading allow for more flexibility and will help reduce costs but also allows for the campus to be in compliance with the Chancellor's Office.

The following concerns/questions were raised:

- What are the sustainable solutions for degree programs that meet the requirements of the Chancellor's Office and compliments assessment of the writing outcomes. The goal is not to duplicate assessment requirements. The referral does not reflect consultation with the Office of Assessment.
- The College of Engineering's input is that it would be hard to implement, specifically that all the upper division classes do not have an advanced writing requirement and to add the 51% requirement would mean taking away from technical areas. This means that the classes may not meet industry standards for graduating engineers.
- The size of the class being capped at 25 would be a struggle for the College of Engineering.
  - Senator Givens responded that it is her understanding that a department is not obligated to find such a class. Students in their major would be obligated to take such a class, but it could be an upper division GE class or an elective.
  - The Academic Affairs Committee does not have a good sense of how many departments could easily adapt one of their classes, and that is why the class estimates are all over the place right now. So, there is the concern that there is not enough information right now to decide whether this is a reasonable thing to do.
- There could be a possibility that a course that is not one of the Golden Four, that is converted to a 'W' course, the student could pass the Golden Four requirement with a D but then would have to retake it as the 'W' course to get a C- or better.
  - Senator Givens responded that the proposal is written such that the student would have to retake the course. Also, this requirement is for upper-division courses and the Golden Four courses are lower-division.
- Does the committee have any indication of how many upper division GE courses would qualify as a 'W' course?
  - Senator Givens responded that all upper-division GE courses are required to have a meaningful writing component. The average number of students in an upper-division GE course is 36 and the median is 30, which means that there would be a cost associated with adding sections to meet the proposed cap of 25.
- It was mentioned that enrollment caps keep increasing and currently there is a struggle with the meaningful writing component because the student count is too high to provide mentorship in writing assignments.
  - Senator Givens added that that is why the committee put the cap of 25 in the policy, to protect the faculty from having a significant increase in workload.
- There is a difference between a meaningful writing component and writing instruction. There is a big distinction from handing out a writing assignment and teaching writing.

Interim AVP for Academic Programs, Dr. Forward thanked the committee for all their work on this referral. Dr. Forward stated that it would be very advantageous to have a survey of courses to determine if there are 'W' courses within majors. The policy is written that the writing courses should be taken within disciplines to discourage students from taking courses outside of their major.

Due to all the concerns and questions raised, there was a motion and a second to table AA-008-223, Graduation Writing Assessment Requirement, until fall 2023 to address any concerns raised.

Senator Givens stated the Academic Affairs Committee would not be opposed to tabling this referral to a later date.

The motion to table AA-008-223, Graduation Writing Assessment Requirement, passed with one (1) opposing vote.

d.   FA-004-212, Review of Policy 1311 – **SECOND READING**

The second reading of FA-004.212, Review of Policy 1311, is located on the Academic Senate

website at https://academic.cpp.edu/senate/docs/fa004212sr.pdf.

M/s to adopt FA-004-212, Review of Policy 1311.

RECOMMENDATION

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

DISCUSSION

Senator Barding explained that this is a revision to the hiring policy. Two comments were received since the first reading.

1. Concern around the department chair specifically not be allowed to serve as the search committee chair. This may be unpractical in smaller departments.

2. It might be difficult for a college dean to staff a search committee given the restrictions that are outlined in the policy.

Senator Barding emphasized that the guidelines for the formation of the committee are "as practicable," so the departments do have some flexibility.

Senator Fallah Fini stated that her department is small, and there is no way that the department chair cannot serve on the committee. She commented that it is an extra step to get permission from the dean for the department chair to serve as the chair of the committee and will there really be a case where the dean says no to the department chair serving.

Senator Barding stated that it really is not an extra step, because the committee votes on who will serve as the chair and then a memo is sent to the dean regardless of who the chair is.

M/s to adopt FA-004-212, Review of Policy 1311, passed with one (1) abstention.

e. FA-005-223, Request to Update the Academic Senate Policies for a Vote of Confidence in a Department Chair and a College Dean – **SECOND READING**

The second reading report for FA-005-223, Request to Update the Academic Senate Policies for a Vote of Confidence in a Department Chair and a College Dean, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/fa005223sr.pdf.

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

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

The report was presented by Senator Barding.

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

RECOMMENDATION

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

DISCUSSION

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

There was no feedback between the first and second reading.

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

f.   [FA-006-223, Review of Policy 1328: Increasing Inclusion in the DRTPC – **SECOND READING**](https://academic.cpp.edu/senate/docs/fa006223sr.pdf)

The first reading report of FA-006-223, Review of Policy 1328: Increasing Inclusion in the DRTPC, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/fa006223sr.pdf.

The report was presented by Senator Barding.

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

RECOMMENDATION

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

DISCUSSION

There were no concerns raised since the first reading.

Senator Barding did clarify about the concern of electing faculty members to the DRTPC from outside the department. He stated that the department has the right to decide, and that member would have to be voted onto the committee.

The motion to adopt FA-006-223, Review of Policy 1328: Increasing Inclusion in the DRTPC, passed with one (1) NO vote and one (1) abstention.

The April 26, 2023 Academic Senate Meeting adjourned at 4:51 p.m.