Minutes

of the Academic Senate Meeting

May 4, 2022

PRESENT: Aguilar, Amamra, Aragon, Barding, Chase, Chen, Davidov-Pardo, Fallah Fini, Flores, Gad, Guerrero, Gonzalez, Kumar, Kwok, Lee, Lloyd, Monemi, Moore, Myers, Ortenberg, Osborn, Pacleb, Puthoff, Quinn, Shen, Small, Snyder, Soper, Speak, Urey, Vallejo, Von Glahn, Wachs, Welke

PROXIES: Senator Barding for Senator Corley

ABSENT: Milburn

GUESTS: A. Baski, J. Brown, N. Chaturvedi, S. Coley, B. Dávila, K. Forward, C. Garcia-Des Lauriers, S. Garver, B. Givens, T. Gomez, J. Hargis, C. LaMunyon, I. Levine, L. Massa, G. Nila, J. Saclolo, L. Rotunni, O. Sawyerr

Chair Pacleb called the meeting to order and asked the body to take a moment of silence in remembrance and honor of Dr. Lea Dopson, Dean of the Collins College of Hospitality Management, who passed away last week. After the moment of silence, Clair Pacleb announced that there will be a *Celebration of Life for Dean Dopson* on Thursday, May 12, 2022, at 4:00 p.m. at the Collins College of Hospitality. There is more information at <https://www.cpp.edu/collins/events/celebration-of-dean-lea-dopson.shtml>.

She commented that there is a full agenda and permission is needed to use the chat box. Chair Pacleb explained that this is a special meeting that was not originally scheduled but is needed to finish the work of the Academic Senate for the academic year. She also stated that because of the full schedule, Robert’s Rules will be enforced, and she asked Senator Gonzalez, Academic Senate Parliamentarian, to go over the rules of engagement.

Senator Gonzalez stated that in a debate/discussion, each member has the right to speak twice on the same question on the same day but cannot make a second speech on the same question so long as any member who has not spoken on the question desires the floor. A member who has spoken twice, on a particular question on the same day has exhausted their right to debate that question for that day. To ensure that members have the opportunity to speak, each member will have a 3-minute speaking time limit.

1. Academic Senate Minutes – [March 9, 2022](https://www.cpp.edu/senate/documents/packets/2021-22/05.04.22/academic_senate_minutes_03.09.22_posted.pdf)

M/s/p to approve the March 9, 2022, Academic Senate Meeting minutes with one (1) abstention.

1. Information Items
   1. Chair’s Report

Chair Pacleb reported that an item that has already been shared with deans and associate deans is a memo from President Coley’s office regarding student evaluations. Online student evaluations have been extended to the end of fall 2022.

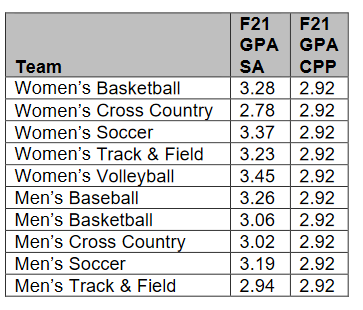
Chair Pacleb reminded the body that there are back-to-back meetings, today and next Wednesday. Next Wednesday, May 11, 2022, is the last Academic Senate meeting of the year and will be in person starting at 3:00 p.m. at Kellogg West. The Emeritus Reception will immediately follow in the Kellogg West dining room.

* 1. [Faculty Athletic Representative Report](https://www.cpp.edu/senate/documents/packets/2021-22/05.04.22/far-senate-report-may-2022.pdf)

The Faculty Athletic Representative (FAR) Report is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2021-22/05.04.22/far-senate-report-may-2022.pdf>.

Senator Chase, who serves as the Faculty Athletic Representative, reported that this year was a difficult year for student-athletes. Dealing with the impacts of COVID on themselves, their families, and other competitors made it a very trying year for athletics, but it was still a highly successful year when you look at their performance in the classroom. Student-athletes have consistently had a higher GPA than the CPP student body at large, 3.18 versus 2.92. For fall 2021, the GPA for all student-athletes was 3.18, and 150 out of 226 (66%) student-athletes earned a 3.0 or higher GPA, and 74 out of 226 (33%) earned Dean’s List recognition. Senator Chase added that these accomplishments are exceptional given everything student-athletes had to deal with during the past year.

The team GPAs are as follows:



Only one team’s GPA was lower than the student body at large.

Senator Chase explained that in her role as FAR, she works with the student-athletes to ensure that they are making the required progress towards degree completion. The NCAA requires student-athletes to achieve 24 units towards degree per calendar year, a minimum of 18 units towards degree during the academic year, and a minimum of nine units towards degree each semester. The vast majority (>94%) achieve the benchmarks each term.

The Athletic Department has not had a major NCAA Bylaw violation in the last ten (10) years. The NCAA divides violations into two major categories. Secondary/minor violations (relatively common) are inadvertent, providing only minimal advantage, with no significant extra benefit to student-athletes. Everything else is considered a major violation. Senator Chase stated that an example of a secondary violation is a student who drops a class without telling the department and still competes in their sport.

1. 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 item(s) be removed for discussion. This consent agenda contains both first reading and second reading reports. Adopting the consent agenda means that the first reading reports are received and filed, and the second reading reports are adopted by the Academic Senate.

M/s to adopt the consent agenda. The motion to adopt the consent agenda passed unanimously.

1. [GE-010-212, ECS 3400: Language and Literacy in Multilingual Families and Communities (GE Synthesis D4) – **SECOND READING**](https://academic.cpp.edu/senate/docs/ge010212sr.pdf)

The second reading report for GE-010-212, ECS 3400: Language and Literacy in Multilingual Families and Communities (GE Synthesis D4), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge010212sr.pdf>.

1. [GE-011-212, ENG 2332/EWS 2332: Literature and the African American Experience (C2 & Area F) – **SECOND READING**](https://academic.cpp.edu/senate/docs/ge011212sr.pdf)

The second reading report for GE-011-212, ENG 2332/EWS 2332: Literature and the African American Experience (C2 & Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge011212sr.pdf>.

1. [GE-013-212, KIN 4490: US Sport, Culture, and Social Justice (GE Synthesis D4) – **SECOND READING**](https://academic.cpp.edu/senate/docs/ge013212sr.pdf)

The second reading report for GE-013-212, KIN 4490: US Sport, Culture, and Social Justice (GE Synthesis D4), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge013212sr.pdf>.

1. [GE-019-212, SPN 1110: Introduction to the Spanish-Speaking World (C2) – **SECOND READING**](https://academic.cpp.edu/senate/docs/ge019212sr.pdf)

The second reading report for GE-019-212, SPN 1110: Introduction to the Spanish-Speaking World (C2), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge019212sr.pdf>.

1. [GE-020-212, AMM 1090/EWS/1090: Race and Ethnicity in Fashion (New Area F) – **SECOND READING**](https://academic.cpp.edu/senate/docs/ge020212sr.pdf)

The second reading report for GE-020-212, AMM 1090/EWS/1090: Race and Ethnicity in Fashion (New Area F), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge020212sr.pdf>.

1. [GE-021-212, KIN 4460: Sport, Media, and Social Justice (GE Synthesis D4) – **SECOND READING**](https://academic.cpp.edu/senate/docs/ge021212sr.pdf)

The second reading for GE-021-212, KIN 4460: Sport, Media, and Social Justice (GE Synthesis D4), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge021212sr.pdf>.

1. [GE-023-212, AMM 1480: First Year Experience and Focus on the Future: Leadership Skills for the 21st Century (New Course – Area E) – **SECOND READING**](https://academic.cpp.edu/senate/docs/ge023212sr.pdf)

The second reading report for GE-023-212, AMM 1480: First Year Experience and Focus on the Future: Leadership Skills for the 21st Century (New Course – Area E), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge023212sr.pdf>.

1. [GE-024-212, CRM 3325: Mass Incarceration (New Course – Area D4) – **SECOND READING**](https://academic.cpp.edu/senate/docs/ge024212sr.pdf)

The second reading report for GE-024-212, CRM 3325: Mass Incarceration (New Course – Area D4), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge024212sr.pdf>.

1. [GE-022-212, KIN 4700: Emotional Wellbeing and Stress Prevention (New D4) – **FIRST READING**](https://academic.cpp.edu/senate/docs/ge022212fr.pdf)

The first reading report for GE-022-212, KIN 4700: Emotional Wellbeing and Stress Prevention (New D4), is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge022212fr.pdf>.

1. Academic Senate Committee Reports – Time Certain 3:45 p.m.
2. [AA-002-212, Establish Academic Committee – PolyX Committee – **SECOND READING**](https://academic.cpp.edu/senate/docs/aa002212sr.pdf)

The second reading report for AA-002-212, Establish Academic Committee – PolyX Committee, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa002212sr.pdf>.

Senator Wachs presented the report.

M/s to adopt AA-002-212, Establish Academic Committee – PolyX Committee.

**RECOMMENDATION:**

The Academic Affairs Committee recommends the establishment of a PolyX Committee as described.

The purpose of the PolyX Committee is:

* Encourage the submission of PolyX to the PolyX Hub by reaching out to faculty members, staff, departments, colleges, and divisions.
* Review applications to the PolyX Hub on a semesterly basis.
* Provide support to faculty members and staff who are working on submissions to the PolyX Hub.
* Maintain the PolyX Hub and ensure opportunities are current.

The PolyX Committee make-up is:

* Two (2) members from each college and the Library
* Three (3) members from Student Affairs

Committee members will serve a term of two (2) academic years.

**DISCUSSION:**

Senator Wachs stated that this is a Learn Through Discovery (LTD) initiative with the goal of giving all students a polytechnic experience. Initially, there was a concern that there were no students on the committee. This is a working committee, and the Academic Affairs Committee did not think it was appropriate to include students at this level. There have been no comments received since the first reading.

It was suggested that in the future, the Academic Senate should address the difference between an Academic Senate Standing Committee, which requires Senator participation, and a University Committee, which the Academic Senate recruits for but does not require Senator participation.

The motion to adopt AA-002-212, Establish Academic Committee – PolyX Committee, passed unanimously.

1. [AA-004-212, Clarification of Hybrid Modalities Report – **SECOND READING**](https://academic.cpp.edu/senate/docs/aa004212sr.pdf)

The second reading report for AA-004-212, Clarification of Hybrid Modalities Report, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa004212sr.pdf>.

Senator Wachs presented the report.

M/s to adopt AA-004-212, Clarification of Hybrid Modalities Report.

**RECOMMENDATION:**

The Academic Affairs Committee recommends the following updates to Policy 1456, Course Designation Standards:

|  |  |
| --- | --- |
| **Instruction Mode Definitions** | |
| In-person | Course meets in person (in a designated location or locations) for all of the course contact hours prescribed by the course classification and units. Students may be expected to access course materials, and participate in course activities online. |
| Hybrid  Asynchronous  Component | Course meets in-person (in a designated location or locations) a minimum of 50% of course contact hours prescribed by the course classification and units. Remaining course contact hours are completed asynchronously online. |
| Hybrid with  Synchronous  Component | Course meets in-person (in a designated location or locations) a minimum of 50% of course contact hours prescribed by the course classification and units. Remaining course contact hours are completed synchronously online. Students are expected to attend synchronous hours remotely. |
| Hybrid bisynchronous | Course meets in-person (in a designated location or locations) a minimum of 50% of course contact hours prescribed by the course classification and units. Remaining course contact hours are completed synchronously and asynchronously. Students are expected to attend synchronous hours remotely. |
| Fully  Asynchronous | All course contact hours prescribed by the course classification and units, are delivered online in an asynchronous instruction mode. No scheduled meetings are required. |
| Fully  Synchronous | All course contact hours prescribed by the course classification and units, are delivered online in a synchronous instruction mode. No in-person scheduled meetings are required. Students are expected to attend remotely. |
| Bisynchronous | All course contact hours prescribed by the course classification and units, are delivered online. Course contact hours will be delivered synchronously and asynchronously. Students are expected to attend synchronous hours remotely. |
| HyFlex | All course contact hours prescribed by the course classification and units, are delivered in-person, synchronously, and asynchronously. Instruction is provided in the classroom, and for each class meeting, students may choose to attend in-person, synchronously online, or asynchronously online. |
| **Note**  Asynchronous instruction is defined as online instruction that allows students to view  instructional materials at any time.  Synchronous instruction is defined as online or remote broadcast instruction delivered  during scheduled class meetings | |

**DISCUSSION:**

Senator Wachs explained that because the CSU offers an online GE program which student can take and then transfer to Cal Poly Pomona, they would not be able to get credit for their GE courses since CPP is designated as “in-person” with WSCUC. To accommodate the online GE program, the campus is considered a “distance education (DE)” university. Even though CPP will be designated as distance education, CPP maintains an in-person identity. The DE designation created a conundrum in terms of offering in-person classes to students who have applied to an in-person university. One of the things learned is that hybrid classes are considered an in-person modality if they meet in-person 50% or more. This report defines hybrid as 50% or more in-person and this allows the university to count hybrid classes as an in-person course.

Since the first reading, the committee received a detailed set of questions about the 50% target in the hybrid modality from Senator Kumar. Senator Wachs stated that Dr. Massa was kind enough to help with some of the more complicated nuances relating to WSCUC and the Department of Education.

Senator Wachs mentioned that if there was the need for a designation for a class that meets in-person less than 50% and then online or asynchronous for the remainder, a new referral could be submitted. But after the two informational campus meetings that need was not stated.

One of the biggest changes in the policy is changing the face-to-face wording to in-person. There has been some confusion over whether meeting via Zoom is face-to-face and that is why the clarification was needed.

The motion to adopt AA-004-212, Clarification of Hybrid Modalities Report, passed with two (2) NO votes and one (1) abstention.

1. [AA-007-212, Updates Change of Major Policy – **SECOND READING**](https://academic.cpp.edu/senate/docs/aa007212sr.pdf)

The second reading for AA-007-212, Updates Change of Major Policy, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa007212sr.pdf>.

Senator Wachs presented the report.

M/s to adopt AA-007-212, Updates Change of Major Policy.

**RECOMMENDATION:**

The Academic Affairs Committee recommends the adoption of the following policies:

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA**

**POLICY NO: 1444**

**CHANGE OF MAJOR AND DOUBLE MAJORS**

1. Major Declaration

* Undergraduate students who have entered the University with an undeclared major should visit the Office of Student Success, Equity, and Innovation (OSSEI) website for departmental requirements declaring a major.
* Students are encouraged to visit college advising centers and seek out department advising before changing or declaring a major.
* Academic advising for undeclared major 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.

2.0 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.

3.0 Change of Major and Major Declaration Requirements

Students must have a Cal Poly Pomona (CPP) grade point average of at least a 2.0 to declare their major or change their major. Additionally, students changing their major are subject to the eligibility requirements for that major/ minor requirements that aligns with their term of admission to CPP. A change in major shall not in any way change the student's academic standing, nor shall it constitute a break in continuous enrollment.

* 1. The Office of Student Success, Equity and Innovation 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 the listed requirements on the OSS Change of Major website for students interested in changing majors (including departmental interviews, essays, transcripts, or other documentation).
  2. 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. Students with a GPA less than 2.0 may declare a major with department approval. Departments may have additional requirements for admission to a major.
* 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.

3.3 Impacted Majors

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

* 1. 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.

4.0 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 34 semester units above the attempted units required for their primary major. (ie. a student must complete the both majors within 152 attempted units if the student’s primary major requires 120 units)

* 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.[[1]](#footnote-1)

Student should be advised that student’s financial aid may be impacted by double majoring. Financial aid may be terminated upon attempting 150 percent of the number of units needed to complete the student’s primary degree. Up to 70 units of transfer credit from California Community College count towards this 150 percent limit. However, there no cap on the number of transfer units from outside state or other universities (all units attempted are considered).

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA**

**POLICY NO: 1426**

**ACADEMIC MINORS**

* 1. 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 attempted units required for their primary major. (ie. a student must complete the both their major and minor (s) within 144 attempted units if the student’s primary major requires 120 units.)

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.

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.

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

6.0 Students must receive the approval of the minor coordinator of the proposed academic program. In the absence of a coordinator, the chair of the department offering the proposed minor program may approve the minor application.

7.0 Students should declare the minor(s) so that a curriculum year is established and their progress tracked accordingly. Minors may be declared at any time in a students' career but students are strongly encouraged to declare minors early in their career. A student must declare a minor before they apply for graduation. Upon graduation review (grad check), any uncompleted minors will be removed from the student’s record. The minor field will be noted on the student’s transcript and diploma if the individual program has been approved by the offering department and is completed at the same time or prior to the completion of the coursework for the degree. 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.[[2]](#footnote-2)

8.0 Students may request exceptions to the minor policy by filing a General Academic Petition.

9.0 Student should be advised that student’s financial aid may be impacted by adding minor(s). Financial aid may be terminated upon attempting 150 percent of the number of units needed to complete the student’s primary degree. Up to 70 units transfer credit from California Community College count towards this 150 percent limit. However, there is no cap on number of transfer units from outside state or other universities (all units attempted are considered).

**DISCUSSION:**

Senator Wachs explained that the changes proposed are just codifying current practice more than making significant changes. This is a case of updating the policies for what is done. Dr. Wachs explained that she did receive some comments since the first reading which were clarifications and pointing out typographical errors. The report has been updated to correct the errors and clarify some points, but no major changes have been made since the first reading.

Senator Guerrero suggested that for major declarations, a bullet point should be added to encourage students to seek advising directly from the department. He mentioned that the way the policy is written, advising is done by the Office of Student Success. Faculty should encourage the role of the department in major declarations and advising is important in that task, especially when trying to make the case for more tenure-track faculty.

For undeclared students, do they need a GPA, or do they need to wait a semester until they declare? Should this be included in the policy as well? Dr. Gomez, Associate Provost, responded that the Office of Student Success encourages students to submit a change of major form by the end of the first term or in the spring semester. The policy is that students must declare a major within their first year. She added that the Office of Student Success does not do advising for change of majors, advising would be done at the College   
Advising Centers and it makes sense that departments would be actively advising students.

Senator Wachs added that some departments rely heavily on the College Advising Centers and some departments rely heavily on their faculty for advising.

M/s/p to add a bullet with the wording “Students are encouraged to visit college advising centers and seek out department advising before changing or declaring a major” in Policy 1444, Section, 1.0 between the first and second bullet. The motion passed unanimously.

The motion to adopt AA-007-212, Updates Change of Major Policy with the wording change, passed with one abstention.

1. [AA-011-212, Extend Deadline for Final Grades Report – **SECOND READING**](https://academic.cpp.edu/senate/docs/aa011212sr.pdf)

The second reading for AA-011-212, Extend Deadline for Final Grades Report, is located on the Academic Senate website at <http://academic.cpp.edu/senate/docs/aa011212sr.pdf>.

Senator Wachs presented the report.

M/s to adopt AA-011-212, Extend Deadline for Final Grades Report.

**RECOMMENDATION:**

The Academic Affairs Committee recommends that the deadline for faculty to submit final grades be changed to the Friday after finals week, at 9 am. Thursday of the week after finals shall be designated the Evaluation Day and Friday shall be designated the Grades Due Day with the understanding that official holidays may require occasional adjustments. These two days are for grading only and it cannot be assumed that faculty will be available for other work-related assignments.

**DISCUSSION:**

During the quarter to semester conversion, the final grade due date remained unchanged. This referral requested that the deadline for faculty to submit final grades be changed to the Friday after finals week, at 9:00 a.m. This time would be considered “grading days” and faculty could not be asked to do additional work (of course, faculty members are free to consent to other work).

Senator Lloyd asked if this change would go into effect for spring 2022. Vice Chair Von Glahn responded that it is unlikely that this would go into effect in the spring since the President has 45 days to respond to the Academic Senate report.

The motion to adopt AA-011-212, Extend Deadline for Final Grades Report, passed with one abstention.

1. Communication, B.S., Reports
   * [AP-009-212, Communication, B.S. – Communication Studies Option NEW – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap009212sr.pdf)

The second reading report for AP-009-212, Communication, B.S. – Communication Studies Option NEW, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap009212sr.pdf>.

* + [AP-010-212, Communication, B.S. – Interpersonal Communication Option Discontinuation – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap010212sr.pdf)

The second reading report for AP-010-212, Communication, B.S. – Interpersonal Communication Option Discontinuation, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap010212sr.pdf>.

* + [AP-011-212, Communication, B.S. – Organizational Communication Option Discontinuation – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap011212sr.pdf)

The second reading for AP-011-212, Communication, B.S. – Organizational Communication Option Discontinuation, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap011212sr.pdf>.

Senator Small presented the reports.

M/s to adopt AP-009-212, Communication, B.S. – Communication Studies Option NEW, AP-010-212, Communication, B.S., - Interpersonal Communication Option Discontinuation, and AP-011-212, AP-011-212, Communication, B.S. – Organizational Communication Option Discontinuation.

**RECOMMENDATION:**

The Academic Programs Committee recommends the approval of the new Communication, B.S. – Communication Studies Option, along with the discontinuation of the Communication, B.S. – Interpersonal Communication and Organizational Communication Options.

**DISCUSSION:**

These reports involve consolidation of options in the Communication Department. The options of Interpersonal Communication and Organizational Communication will be combined into one (1) Communication Studies Option. This change will not affect students’ degree progress but will benefit them via greater flexibility. Students have more course choices for their optional elective courses and have the full support of their assigned advisors and the Department. Senator Small reported that no comments/concerns have been received since the first reading.

The motion to adopt AP-009-212, Communication, B.S. – Communication Studies Option NEW, AP-010-212, Communication, B.S., - Interpersonal Communication Option Discontinuation, and AP-011-212, AP-011-212, Communication, B.S. – Organizational Communication Option Discontinuation, passed unanimously.

1. Food Science and Technology Reports
   * [AP-014-212, New Option in Culinology in BS in Food Science and Technology – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap014212sr.pdf)

The second reading report for AP-014-212, New Option in Culinology in BS in Food Science and Technology, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap014212sr.pdf>.

* + [AP-015-212, New Option in General in BS in Food Science and Technology – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap015212sr.pdf)

The second reading report for AP-015-212, New Option in General in BS in Food Science and Technology, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap015212sr.pdf>.

* + [AP-016-212, New Option in Science and Technology in BS in Food Science and Technology – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap016212sr.pdf)

The second reading for report AP-016-212, New Option in Science and Technology in BS in Food Science and Technology, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap016212sr.pdf>.

Senator Small presented the reports.

M/s to adopt AP-014-212, New Option in Culinology in BS in Food Science and Technology, AP-015-212, New Option in General in BS in Food Science and Technology, and AP-016-212, New Option in Science and Technology in BS in Food Science and Technology.

**RECOMMENDATION:**

The Academic Programs Committee recommends approval of the options in Culinology, General, and Science and Technology, in the BS in Food and Science Technology.

**DISCUSSION:**

Senator Small reported that these are all new options under the BS in Food Science and Technology. All of them are existing emphases that are being elevated to options. He added that this is frequent practice on the campus, the emphasis is considered a pilot program and if it is successful, it is elevated to an option. During fact-finding, the committee learned that much of this is to be consistent with accreditation in the field. Departments with overlapping disciplinary interests expressed no concerns. Senator Small reported that no comments/concerns have been received since the first reading.

The motion to adopt AP-014-212, New Option in Culinology in BS in Food Science and Technology, AP-015-212, New Option in General in BS in Food Science and Technology, and AP-016-212, New Option in Science and Technology in BS in Food Science and Technology, passed unanimously.

1. [AP-017-212, New Minor in Science Education – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap017212sr.pdf)

The second reading for AP-017-212, New Minor in Science Education, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap017212sr.pdf>.

Senator Small presented the report.

M/s to adopt AP-017-212, New Minor in Science Education.

**RECOMMENDATION:**

The Academic Programs Committee recommends approval of the new Minor in Science Education.

**DISCUSSION:**

The Liberal Studies department proposed this new Science Education minor, which is designed to help prepare students for teaching science in K through 8. This minor would provide a distinctive pathway for elementary and middle school teachers to be able to teach science up to the 9th grade with equity-minded science teaching and learning. The College of Science does not view this new minor as an infringement since the Liberal Studies Department is more involved in preparing pre-service teachers at the kindergarten through 8th-grade level.

The motion to adopt AP-017-212, New Minor in Science Education, passed with one (1) abstention.

1. Kinesiology, B.S., Reports
   * [AP-022-212, Kinesiology, B.S. – Pedagogical Kinesiology Option Name Change to Physical Education Teacher Education (PETE) Option – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap022212sr.pdf)

The second reading for AP-022-212, Kinesiology, B.S. – Pedagogical Kinesiology Option Name Change to Physical Education Teacher Education (PETE) Option, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap022212sr.pdf.

* + [AP-023-212, Kinesiology, B.S. – General Option, Health Promotion Emphasis Name Change to Public Health Emphasis – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap023212sr.pdf)

The second reading of AP-023-212, Kinesiology, B.S. – General Option, Health Promotion Emphasis Name Change to Public Health Emphasis, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap023212sr.pdf>.

* + [AP-024-212, Kinesiology, B.S. – General Option, Sociocultural Emphasis Name Change to Sport and Social Justice Emphasis –](https://academic.cpp.edu/senate/docs/ap024212sr.pdf) **[SECOND READING](https://academic.cpp.edu/senate/docs/ap024212sr.pdf)**

The second reading of AP-024-212, Kinesiology, B.S. – General Option, Sociocultural Emphasis Name Change to Sport and Social Justice Emphasis, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap024212sr.pdf>.

Senator Small presented the reports.

M/s to adopt AP-022-212, Kinesiology, B.S. – Pedagogical Kinesiology Option Name Change to Physical Education Teacher Education (PETE) Option, AP-023-212, Kinesiology, B.S. – General Option, Heath Promotion Emphasis Name Change to Public Health Emphasis, and AP-024-212, Kinesiology, B.S. – General Option, Sociocultural Emphasis Name Change to Sport and Social Justice Emphasis.

**RECOMMENDATION:**

The Academic Programs Committee recommends the following name changes for the Kinesiology, B.S.:

* + Pedagogical Kinesiology Option Name Change to Physical Education Teacher Education (PETE) Option
  + General Option, Heath Promotion Emphasis Name Change to Public Health Emphasis
  + General Option, Sociocultural Emphasis Name Change to Sport and Social Justice Emphasis

**DISCUSSION:**

The Kinesiology and Health Promotion department has put forward a referral to rename one of their two Options, and two of their three emphases. The Pedagogical Kinesiology Option has been proposed to be renamed to Physical Education Teacher Education (PETE). Under the General Option, the Health Promotion Emphasis was changed to Public Health, and the Sociocultural Emphasis was changed to Sport and Social Justice. These proposed changes stem from the department´s work using the curriculum redesign grant to bring the department´s curriculum into compliance with EO 1071, to align their program with their new strategic plan, and to make their program more inclusive and marketable (i.e., target and admit a larger group of prospective students). The committee has received no comments since the first reading.

The motion to adopt AP-022-212, Kinesiology, B.S. – Pedagogical Kinesiology Option Name Change to Physical Education Teacher Education (PETE) Option, AP-023-212, Kinesiology, B.S. – General Option, Heath Promotion Emphasis Name Change to Public Health Emphasis, and AP-024-212, Kinesiology, B.S. – General Option, Sociocultural Emphasis Name Change to Sport and Social Justice Emphasis, passed unanimously.

1. [AP-029-212, Program Review for BS Geology and MS Geology – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap029212sr.pdf)

The second reading for AP-029-212, Program Review for BS Geology and MS Geology, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap029212sr.pdf>.

Senator Small presented the report.

M/s to adopt AP-029-212, Program Review of BS Geology and MS Geology.

**RECOMMENDATION**:

The Academic Programs Committee commends the Department of Geological Sciences on their good work, both in the operation of their BS and MS programs and in the preparation of thorough and thoughtful reviews that highlight issues of critical importance to both the department, and the College, and the campus.

**DISCUSSION:**

Senator Small reported that in large part this program review is like all program reviews, an overall strong department that has resource needs common to all departments on campus. Something to note is that the MS in Geology has only been in existence for a decade, nonetheless, it reviewed quite strongly amongst peer programs in the CSU. There is a concern that the self-support mode of the MS program is not necessarily the best way to continue the program as far as student needs. The self-support model resulted in the high cost of tuition for students, which is a substantial barrier to student recruitment and inclusivity but has also created an excessive workload for the faculty. There may be a referral in the future to move the MS to state-support. This program review provides the foundation to consider a 4+1 master’s program.

The motion to adopt AP-029-212, Program Review of BS Geology and MS Geology, passed unanimously.

1. [AP-030-212, Program Review for MS, Regenerative Studies – **SECOND READING**](https://academic.cpp.edu/senate/docs/ap030212sr.pdf)

The second reading report for AP-030-212, Program Review for MS, Regenerative Studies, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap030212sr.pdf>.

Senator Small reported.

M/s to adopt AP-030-212, Program Review for MS, Regenerative Studies.

**RECOMMENDATION:**

The Academic Programs Committee commends the Regenerative Studies MS Program on their work, both in the operation of their program and in the preparation of a thorough and thoughtful review that highlights important issues.

**DISCUSSION:**

The external reviewers were overall positive in their appraisal of the Regenerative Studies MS Program at Cal Poly Pomona. They commended the Lyle Center for creating and offering a rich and immersive learning experience for students who are interested in regenerative studies. They were impressed with the program, the site amenities, student diversity and faculty diversity. The reviewers also mentioned several challenges facing this program. The reviewers mention the inadequate support from the institution for this Program. Because of this lack of support, the Director is over-extended (position has been reduced from full-time to 50% time), the Program lacks core faculty (prior review recommended two additional faculty; this has not yet been met), and because of these issues, the reviewers believe the Center and Program have not been able to achieve the prominence they deserve. The reviewers were not surprised these challenges still exist from the previous external review because funding to this Program has not increased. Some of the other challenges the reviewers mention are the thesis as a curricular barrier (the work of directing a thesis is inadequately compensated), limited public awareness (which hinders student recruitment), and the physical isolation of the Center about the main campus.

The motion to adopt AP-030-212, Program Review for MS, Regenerative Studies, passed unanimously.

1. [AA-012-212, Scheduling Rules Update – **FIRST READING**](https://academic.cpp.edu/senate/docs/aa012212fr.pdf)

The first reading report for AA-012-212, Scheduling Rules Update, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa012212fr.pdf>.

Senator Wachs presented the report.

M/s to receive and file AA-012-212, Scheduling Rules Update.

**RECOMMENDATION:**

The Academic Affairs Committee recommends the adoption of the following scheduling principles and guidelines:

**Introduction**

At Cal Poly Pomona the utilization of online and hybrid approaches to teaching and learning engages 21st-century technology in the delivery of inclusive polytechnic education. The design of online and hybrid classes helps to make a CPP education accessible to more students, such as those with work, family or geographic limitations that present challenges for attending traditional in-person classes. The approaches to teaching and learning in online and hybrid environments help to ensure that CPP students develop skills necessary for success in the modern workforce, where technology mediates much of what is done. The combination of knowledge, skills and habits of mind developed through an inclusive polytechnic education, and mastery of the ability to adapt to and utilize technology to accomplish their goals, will prepare CPP students for the future of work.

Online and hybrid education is a modern-day extension of CPP’s commitment to experiential learning, multi-disciplinary perspectives, collaboration, and professional readiness in providing a one-of-a-kind educational experience. Consistent with Theme 5 of our Academic Master Plan, CPP is committed to development online and hybrid academic programs that are high-quality, inclusive, up-to-date, relevant, engaging, and immersive educational experiences that link theory and practice in curricular and co-curricular experiential learning activities.

**Guiding Principles**

The following principles will guide CPP in the scheduling of classes:

1. *The needs of students must be considered in the development of the class schedule. Lower-division, upper-division and graduate students each require unique considerations. For example, lower-division students tend to need greater in-person opportunities for building community, development of relationships with faculty, and exploration of campus resources.*

1. *The instructional modality of each course must be thoughtfully considered so that it facilitates the student learning outcomes of the course and allows for appropriate pedagogical approaches for student engagement and success.*

1. *Faculty teaching an online or hybrid class will have participated in professional development opportunities centered around the unique issues of teaching in online and hybrid instructional modalities.*

1. *All courses and other educational experiences will be accessible, welcoming and inclusive of all learners.*

**Scheduling Rules**

To assure that the class schedule for undergraduate programs is consistent with its face-to-face designation within the CSU, we have established a set of enforceable rules for the class schedule. The Office of Academic Programs, which oversees Scheduling, will take steps to monitor the schedule, assure that colleges and departments have access to necessary information to keep schedules within the rules, and work with deans to ensure that rules are enforced.

Undergraduate class scheduling rules for each academic term:

1. *Classes must be taught with learning outcomes and our inclusive polytechnic identity at the center for all decision making.*
2. *A minimum of 70% of all sections that a department schedules should be in in-person or a hybrid modality. (This ensures that the program remains a face-to-face program.)*
3. *A minimum of 80% of lower division sections should be scheduled as in-person or hybrid. (This ensures face-to-face engagement for freshman and sophomores.)*
4. *If the program has international students as majors, then the program needs to assure that on-site sections are available (Note: under current rules, international students on F1 Visa are only allowed 1 online class per term.)*
5. *Faculty teaching fully online classes must have training for and/or experience teaching in online modalities.*

Graduate class scheduling rules for each academic term:

1. *Classes must be taught with learning outcomes and our inclusive polytechnic identity at the center for all decision making.*
2. *The class schedule should reflect the program’s approved modality*
   * 1. *Programs approved as in-person (“on-site”) must assure that students are required to complete a minimum of 51% of the curriculum in in-person or hybrid instructional modalities.*
     2. *Programs approved as hybrid or fully online (“distance”) may offer sections of all program courses in any instructional modality determined to be appropriate.*
3. *If the program has international students, then the program needs to assure that on-site sections are available (Note: under current rules, international students on F1 Visa are only allowed 1 online class per term).*
4. *Faculty teaching fully online classes must have training for and/or experience teaching in online modalities.*

**DISCUSSION:**

WSCUC approves each Cal Poly Pomona degree program to be offered in either an “on-site” or “distance” modality. On-site means that the majority of instruction is delivered in person. Distance means that the majority of instruction may be offered online. Currently, all of CPP’s undergraduate programs are approved as on-site programs.

Historically a program’s modality has been defined by the available instructional modalities of the majority of units to complete the major program. For example, for an on-site program that requires 60-units to complete the major, the requirement was that a minimum of 31-units must be taught in on-site instructional modalities. There were no stated limits on the instructional modalities of general education or unrestricted electives. In fact, as GE was not limited by modality concerns, the CSU has long offered a robust fully-online 48-unit GE program open to all CSU students.

In October 2021, WSCUC announced that the definition of a program’s modality now applies to the entire degree program, including the major, general education and unrestricted electives. Most undergraduate degree programs require 120-units. This means we have to assure that students are offered at least 61-units in only the in-person instructional modality. It also means that we only allow students access to a maximum of 59-units of online classes. With the 48-unit online GE program available through the system, this means that we would be limited to allowing access to an additional 11-units of online classes.

As a result, the university is updating all undergraduate programs from on-site to distance modality with WSCUC. The change in approved modality will be made prior to the start of the 2022 – 2023 academic year. It is important to note that this change does not result in our undergraduate programs being approved as online programs. In the CSU Degrees Database and Cal State Apply our programs will continue to be described as in-person. This change to distance modality is only for compliance with new guidance from the Department of Education and WSCUC.

To assure that the class schedule for undergraduate programs is consistent with its in-person designation within the CSU, the Office of Academic Programs worked with campus leadership to establish guiding principles for the scheduling of classes, as well as a set of enforceable rules for the 2022 – 2023 academic year class schedule. The Office of Academic Programs, which oversees Scheduling, will take steps to monitor the schedule, assure that colleges and departments have access to necessary information to keep schedules within the rules, and work with deans to ensure that rules are enforced.

The class scheduling rules were put in place for only one academic year in order to give the Academic Senate time to consider and approve the rules for the longer term. This referral requests such consideration and approval.

1. New Business
2. [Resolution in Support of the Hiring of a University Ombuds and the Filling of the Office of the University Ombuds](https://www.cpp.edu/senate/documents/packets/2021-22/05.04.22/ombudsresolution_05.04.22.pdf)

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/2021-22/05.04.22/ombudsresolution_05.04.22.pdf>.

M/s to adopt 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 present the *Resolution in Support of the Hiring of a University Ombuds and the Filling of the Office of the University Ombuds.*

Vice Chair Von Glahn stated that an ombuds is a designated neutral or impartial conflict resolution practitioner who provides confidential and informal assistance to persons on a variety of issues and concerns. An ombuds provides informal support to persons by listening and affirming feelings of individuals involved in concerns, while also providing formal referrals to appropriate resources if the situation is emergent and requires 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 from Student Affairs, Faculty Affairs, and Staff Employee Relations Office. While that approach has provided some support, there is concern that this 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.

The resolution calls on the President to immediately establish the Ombuds Office and fill the position of ombuds at Cal Poly Pomona. It also calls on the president to hire adequate staff to support the position. Vice Chair Von Glahn commented that the President has voiced concerns, not about this role per se, but has concerns about the type of problems that an ombuds can solve. He added that there have been no comments received since the first reading on March 9, 2022.

Chair Pacleb commented that in two (2) separate occasions, President Coley has shared her version of what the ombuds office should be. President Coley has stated previously she understands and recognizes the needs of the campus community that have brought forth this resolution and acknowledges the importance of having a university resource dedicated to helping the community navigate university processes and supporting conflict resolution mediation and reconciliation. She added that she agrees with the principles that necessitate such a resource but does not think a traditional ombuds position is the best way to serve the campus community.

Chair Pacleb opened the floor for comments and questions.

**Question:** Has the President provided her proposal in writing so that the Academic Senate can review her position?

**Response:** Chair Pacleb responded thatshe has not provided anything in writing, but she did discuss this issue at the April 13, 2022, Academic Senate meeting during her President’s Report.

Chair Pacleb stated that as the Academic Senate Chair she will not debate on the issue, she will act as more of a facilitator for the discussion. It is for the Academic Senate to decide as a body the needs of the campus. There are many needs on the campus, especially with the ongoing pandemic.

**Question:** Is what President Coley is proposing and an ombuds office mutually exclusive? Could the campus have both where more situations could be handled efficiently?

**Response:** Chair Pacleb responded that she cannot speak for President Coley. All she can say is that President Coley recognizes the need for someone to serve as the confidante for the campus community. She added that President Coley wants to be able to address systemic issues in the campus community and does not feel that the typical ombuds role is the best way to do that. Chair Pacleb commented that even if President Coley does not agree with the typical ombuds model, the resolution is a way to have the discussions about how this looks.

Senator Small stated that he understands the concern that the role of the ombuds is not to fix systemic issues, but not every issue is systemic, not every incident of a systemic issue is necessarily the best test case for broaching the systemic issue. He added that sometimes there may be situations that might have enough unique elements where it is better to handle by itself and to handle the bigger issue through another mechanism. Sometimes, for good or for ill, individuals do not want to make their incident the test case or catalyst, so maybe it is better to give them a mechanism that they can feel safe and that it will not be turned into the bigger issue. Giving individuals who are not prepared to take it to the next level an outlet that satisfies that need is not a bad thing. Senator Small pointed out that there can be multiple levels of support and an ombuds should not threaten any other means of systemic reform, it should complement it.

Senator Guerrero stated that this body should be asking whether the President’s proposed organization has the authority to make systemic, institutional changes. The typical campus ombuds is not in place to influence policy or conduct formal investigations. They are there to provide confidential and informal assistance. If a grievance is filed, the ombuds serves as an impartial body to make sure all parties are heard.

Dr. Chaturvedi, author of the resolution, clarified that the office of an ombuds exists mainly to offer support, and in his opinion the President may be overstating the role of an ombuds. A lot of issues that students, faculty, and staff are experiencing are not being addressed at a basic level. An ombuds can address issues at a basic level and provide the support that is needed, which does not necessarily mean addressing systemic change. The question of systemic change is unrelated to the office of an ombuds, in that it could happen, or it could not happen. Dr. Chaturvedi encouraged the Academic Senate to pass the resolution and to encourage the President to take this seriously and reconsider what the role of an ombuds is.

The motion to adopt the *Resolution in Support of the Hiring of a University Ombuds and the Filling of the Office of the University Ombuds* passed with four (4) NO votes and one (1) abstention.

1. [Resolution in Support of Silver Streak Pilot](https://www.cpp.edu/senate/documents/packets/2021-22/05.04.22/cpp_silver_streak_academic_senate_resolution_05.04.22.pdf)

The *Resolution in Support of Silver Streak Pilot* is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2021-22/05.04.22/cpp_silver_streak_academic_senate_resolution_05.04.22.pdf>.

Senator Lloyd introduced the *Resolution in Support of Silver Streak Pilot.* Senator Lloyd stated that he is co-chair of the Alternative Transportation Committee (ATC). Senators Urey and Vallejo are also members of the committee and they had significant input to the resolution. This resolution began as an ASI student produced resolution calling on the university to enter into discussion with Foothill Transit, which is the transit agency that serves all of the buses that serve Cal Poly Pomona, to explore feasible Silver Streak bus stop locations near the Student Services Building. The Silver Streak is a premier bus route which runs 24 hours, seven (7) days per week between the Montclair Transit Center and Union Station in downtown Los Angeles. The Silver Streak is a high-speed bus that runs along the 10 Freeway making minimal stops and travels right by Cal Poly Pomona. This is part of the three-part initiative to improve transportation alternatives and to improve transit alternatives at CPP.

The three-part plan includes the Class Pass pilot program that was implemented in the 2021-22 academic year. It is a pilot program that gives current students unlimited rides on Foothill Transit buses all school year long. It also helps the entire community by reducing traffic and parking congestion around campus. The Class Pass is a card (TAP card) that is accepted on all Foothill Transit Local and Silver Streak buses, which connect you to twenty-two different cities throughout the San Gabriel Valley and downtown Los Angeles. Another initiative is the future Bronco Mobility Hub, which will provide a focal point for all transit services and shared mobility options. The plan is to include a sheltered area for those waiting for the bus, shuttle, or shared ride (Uber, Lyft). It could provide secure storage areas for bikes, scooters, and skateboards.

Senator Lloyd commented that this resolution is an important statement to support the students’ call for improved bus services at Cal Poly Pomona. This also meets so many other Academic Master Plan goals, goals of access, equity, affordability, sustainability, greenhouse gas emission reduction, and multimodal transportation alternatives.

Senator Lloyd stated that there are lots of great reasons to support this resolution which requests that President Coley begin discussions with Foothill Transit to pilot a Silver Streak stop location close to the campus core beginning in fall 2022. There is data from the Class Pass pilot system that many CPP students are using the Silver Streak bus line even though it does not stop at the campus.

M/s to receive and file the *Resolution in Support of Silver Streak Pilot.*

M/s to waive the first reading of the *Resolution in Support of the Silver Streak Pilot*.

The motion to waive the first reading of the resolution passed with one (1) NO vote.

M/s to adopt the Resolution in *Support of the Silver Streak Pilot*.

The motion to adopt the *Resolution in Support of the Silver Streak Pilot* passed unanimously.

1. Discussion - Time Certain 3:25 p.m.
   1. New Career and Professional Readiness – Dr. Sawyerr

Dr. Olukemi Sawyerr, Associate Vice President for Academic Innovation, stated that the Career Center is developing an inclusive career readiness model that will serve all CPP students. She added if that anyone has any feedback or additional thoughts, please contact her.

She gave some background on the initiative stating that when President Coley arrived on the campus in 2015, one of her north star principles was preparing students for the future of work. This is the third strategic initiative in Cal Poly Pomona’s Strategic Plan, which is prepare students for the future of work, human and civic engagement. Dr. Sawyerr explained that her team received a national Science Foundation grant that was funded in September 2021 that focused on STEM student and faculty specifically. The team has received $8 million of federal grants and President Coley wanted the team to look at how they can leverage the funds to serve all students and not just STEM students. This model, called FuturePaths: A Career and Professional Readiness Model, is the result of on-going work, and the team is currently looking for feedback. The model is located on the website at <https://www.cpp.edu/cpp-invests/documents/professionalandcareerreadinessmodel-v1.pdf>.

The model aims to intentionally embed career and professional readiness competencies in curricular and co-curricular experiences of students. Aligned with Cal Poly Pomona’s Strategic Plan and the Academic Master Plan, the model seeks to support the success of our students beyond commencement, ensuring that they have meaningful careers. The *National Association of Colleges and Employers* (NACE) has identified the following eight (8) career competencies:

* Career and Self-Development
* Communication
* Critical Thinking
* Equity and Inclusion
* Leadership
* Professionalism
* Teamwork
* Technology

Dr. Sawyerr reported that many of the competencies that NACE has identified are already incorporated into curriculum. Students are engaged in activities and developing competencies as they move through the curriculum. The university needs to be more intentional about showing students the type of skill sets that they are developing. For example, students need to be able to communicate that because of doing a project, or taking a specific course, they have developed skills that have relevance in terms of a career and professional endeavor.

The model developed should apply to every student in every major. Therefore, regardless of a major or standing at CPP, there is a comprehensive model with intentionality from year to year in terms of what the student engages in that prepares them for their future. The plan spans from pre-admission to one year post graduation. Dr. Sawyerr went over the following slide in detail. One of the eight (8) competencies is career and self-development and in the pre-enrollment stage, students will take the Clifton Strengths Assessment to develop self-awareness and discover what they do best. With that information, they can develop talents into strengths and leverage their strengths throughout their learning journey at Cal Poly Pomona. Dr. Sawyerr explained that each year the model contains some intentionality to identify and help develop career competencies. The model has three (3) layers:

* Success in the classroom focuses on the curricular pathways
  + This identifies what competencies and experiences students have developed in their courses.
* Success outside the classroom focuses on the co-curricular pathways
  + For success outside the classroom, the model focuses on “digital badging/credentials” because it has been determined, by collecting student data since 2014, that often students have career readiness experiences on campus, but they are not able to articulate it. A digital credential allows students to obtain digital data to put on their resume.
* Success in your future career focuses on intentional career readiness
  + Career coaching, engagement with industry partners, internships, volunteering, etc.



Dr. Sawyerr emphasized that this is a model, a minimum viable product (MVP), which means it is a concept and not finalized, The team is in the process of receiving feedback. The goal is to develop a model that is robust and customizable, meaning that each major or department can determine how best to apply the model. Surveys have shown that approximately 87% of students think about their career every day, so this is something students care about. It is about being more intentional with curricular and co-curricular experiences.

Senator Small stated that he is struggling to understand what it is that departments are going to be encouraged to do or must do. First, resumes already exist as a means by which people communicate their skills and employers are not asking for digital badges for skill sets. Second, physics is a field that is sometimes seem as very theoretical and remote from the workforce, so it is understood that career relevance is the item that needs to be emphasized and Senator Small is surprised that students do not have an understanding that their majors prepare them for their careers. Third, this appears to be a “one size fits all approach” and what is it that departments are going to have to do to demonstrate alignment with this model.

Dr. Sawyerr responded that the model is guiding every department to be intentional about ensuring that we are showing students how they are being prepared for their careers after they leave the campus. This is based on a student survey in 2018-19, where 84% of students stated they were concerned about their career and only 25% felt like CPP prepared them for their future careers. This is the opportunity for the university to respond to students’ concerns. In general students are being prepared for careers, there just needs to be more intentionality and visible to them how they are being prepared in the curricular and co-curricular experiences. Every major is different, and the career pathways are different, so it is not identical across the university.

Senator Lloyd asked how this pathway might work for transfer students. AVP Sawyerr responded that there is work going on regarding transfer students and how does the university leverage the grant money received to strengthen transfer pathways.

The May 4, 2021, Academic Senate meeting adjourned at 4:50 p.m.

1. 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. [↑](#footnote-ref-1)
2. 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. [↑](#footnote-ref-2)