Minutes

of the Academic Senate Meeting
November 8, 2023

PRESENT: Adams, Aragon, Barding, Chase, Dabas, Fallah Fini, Gad, Gekara,
              Givens, Guerrero, Guthrie, Hall, Hanink, Husain, John, Kumar, Monemi,
              Moore, Myers, Nakhjiri, Osborn, Pacleb, Puthoff, Quinn, Roy, Sharma,
              Shen, Small, Suzer, Urey, Valentine, Vallejo, Von Glahn, Welke, Yoo

Proxies: Senator Urey for Senator Stovall

GUESTS: A. Baski, J. Chong, Aaron DeRosa, K. Forward, T. Gomez, J. Hargis, N.
              Hawkes, P. Hawthorne, M. Jones, C. LaMunyon, J. McGuthry, P. Nelson, K.
              Ozment, N. Pandadiya, K. Pascual, L. Preiser-Houy, B. Quillian, H.
              Sadaghiani, M. Sancho-Madriz, C. Santiago-Gonzalez

1.   Academic Senate Minutes – September 20, 2023 and October 18, 2023

     The September 20, 2023 Academic Senate Minutes are located on the Academic Senate
     website at https://www.cpp.edu/senate/documents/packets/2023-
     24/11.08.23/academic_senate_minutes_09.20.23_posted.pdf.

     The October 18, 2023 Academic Senate Minutes area located on the Academic Senate
     website https://www.cpp.edu/senate/documents/packets/2023-
     24/11.08.23/academic_senate_minutes_10.18.23_posted.pdf.

     M/s/p to approve the September 20 and October 18, 2023 Academic Senate Meeting
     minutes.

2.   Information Items
     a. Chair's Report

     Chair Kumar reported that there are still several committee vacancies (reference chart
     below). She encouraged Senators to review the list of vacancies and try and recruit from
     their constituencies.

     The Title IX pilot training session is scheduled for November 9, 2023, from 1:00 to 2:30
     p.m. in SSB MPR 1963. This is a voluntary session and is part of the campus response to
     the Cozen report. The campus implementation team is working on four (4) categories, one
     of which is "Prevention and Education". Pure Praxis has been engaged to do a few pilot
     training sessions with key stakeholder groups on the campus. This is an opportunity to
     engage in the pilot and provide feedback on its effectiveness.

Constituency	Committee Vacancies
College of Business Administration	CRTP (term ends 2026) - ACC, FRL, MHR, TOM departments eligible
College of Letters, Arts, and Social Sciences	Budget Committee (term ends 2025)
	CRTP (term ends 2025) - all departments **except** Psychology and Music eligible
College of Education and Integrative Studies	CRTP - three vacancies (2024, 2025, 2026)
	Council for Graduate and Faculty Scholarship (term ends 2025)
	Exceptional Assigned Time Committee (EATC)
	Grade Appeals Committee
Collins College of Hospitality Management	University Curriculum Committee (term ends 2025)
College of Engineering	CRTP - two vacancies (2025, 2026) - All departments except ECE eligible
	Council for Graduate and Faculty Scholarship (term ends 2025)
	Grade Appeals Committee
College of Environmental Design	Academic Senators - two vacancies (2024, 2026) - all departments eligible
	University Curriculum Committee (term ends 2025)
	Exceptional Assigned Time Committee (EATC)
	URTP (2024)
	Grade Appeals Committee
College of Science	Grade Appeals Committee
Library/Related Areas	Exceptional Assigned Time Committee (EATC)
	Council for Graduate and Faculty Scholarship (term ends 2024)
Standing Committee At-Large Vacancies	
Academic Affairs - 2 vacancies	
Elections and Procedures - 6 vacancies	
General Education - 1 vacancy	

b. President's Report

President Coley was at the scheduled Board of Trustees meeting.

c. Provost's Report

This week is First Generation College Student Week which celebrates first-generation students with in-person and virtual events. Fifty-five percent of CPP students are first generation students, many faculty and staff are as well.

Interim Provost Gomez stated that November is Native American Heritage Month which allows us to intentionally reflect on and celebrate the contributions, histories, and traditions of American Indians/Native Americans as valued members of our campus, communities, and nation.

Provost Gomez acknowledged Veteran's Day, by acknowledging the service of students, staff and faculty who are veterans.

The campus is hosting the Black Thriving Initiative Symposium on Thursday, December 8 from 1:00 to 5:00 p.m. The entire campus is invited to participate in the symposium, with the aim of transforming the collective culture as a place where everyone can succeed and thrive. The program will include inspirational speakers and opportunities for discussion on

racial healing and justice, truth telling, cultural humility and how individuals can act as allies and advocates.

Cal Poly Pomona has been named a 2023 Equity Champion for Excellence in Transfer by the Campaign for College Opportunity (CFCO) for exemplary work implementing the associate degree for transfer (ADT), particularly among Latinx students.

Provost Gomez stated that Diane Gonzalez has agreed to serve as the Provost's Chief of Staff.

Dr. Gomez shared the GI2025 numbers for fall 2017 and fall 2019 cohorts. The campus continues to make excellent progress in the four-year graduation rate for first time first-year students. While the CSU 4-year graduation rate only increased by 0.4%, for the same year CPP graduation rate had increased by 3.0%. Over the past few years, there are significantly higher graduation rates among African Americans, Latinx and Asian students.

The CSU six-year graduation rate remains stalled, as well as CPP's graduation rate. The CSU rate decreased by 0.2%, while CPP's rate increased by 0.4%. The issue for the 6-year rate is retention; the reality is that there are not enough students left in the cohort to hit the interim goals.

There has been tremendous progress with respect to California Community College (CCC) transfer rates. Cal Poly Pomona has always been above the interim GI2025 target. There is a reverse equity gap with two-year transfer rates, with Underrepresented Minorities (URM) rate at 34.5% and the non-URM rate at 32.5%. For African Americans, CPP has had one of the highest graduation rates on record at 40.3% which is a growth of twenty-two percentage points over the last five years. This is due in large part of almost doubling the population of African Americans transferring in with an ADT. The data shows that transfer students who come in with an ADT are more prepared to graduate in two years. Two-year graduation rates among Asians have increased by twelve percentage points over the last five years to 36.7% and Latinx two-year graduation rates have increased by nine percentage points to 34.2%.

The four-year transfer graduation rate has stalled at both the CSU and campus levels.

There are persistent equity gaps on campus as well as at the CSU level. The CSU URM equity gap is 13.4%, which is up from the previous year by 1.5 percentage points. Per the chart presented demonstrates that the CPP URM equity gap decreased by 0.8 percentage points. The CSU preliminary PELL gap is 12.3% which is up 1.5 percentage points, while CPP is down about 0.5 percentage points.

Key indicators of success within a student's first year include GE mathematics and English completion rates. After the implementation of Executive Order 1110, which requires all incoming first-year students are prepared for their first-year courses in GE written communication and mathematics/quantitative reasoning, the campus has made significant

progress in GE math completion, including closing the achievement gap between category 3 and 4 students. Preliminary data from the Chancellor's Office indicates that CPP is one of the campuses with the highest GE math completion rate, being fourth in the system. This is particularly notable because in 2018, the campus was in the bottom four.   This is due in no small part to the leadership of Dr. Berit Givens, Chair of the Mathematics and Statistics Department, and the faculty who have taught these required courses.

Overall completion rates for GE English have remained steady on the campus, which could be attributed to the fact that the English stretch classes have been in place for some time. Similarly to GE math, the achievement gap between category 3 and 4 students has closed significantly. Preliminary data from the Chancellor's Office shows significant decline in GE A2 completion on most campuses, but CPP is one of the campuses with the highest GE A2 completion rate.

The results of last year's competition for Special Projects for Improving the Classroom Experience (SPICE) grants for projects to be executed this year are as follows:

	TOTAL APPLICATIONS	FUNDED APPLICATIONS	REQUESTED AMOUNT	FUNDED AMOUNT
Innovative Approaches to Instruction	53	40 (75.5%)	$782,148.92	$ 610,910.89
Modernize Classroom Equipment/ Software	38	27 (71.1%)	$910,648.69	$ 546,492.77
TOTAL	91	67 (73.6%)	$1,692,797.61	$1,157,403.66
			BUDGET	$1,160,000.00
			FUNDS REMAINING	$ 2,596.34

The initial call for this year's competition will be November 13, 2023. The deadline for submission will be January 26, 2024. There is a total of $800,000 available for SPICE grants.

The sixth annual PolyX Showcase will be held Thursday, November 16, 2023, from 11:30 a.m. until 1:30 p.m. in BSC, Ursa Major. There will be over 180 teams of students sharing their PolyX experiences.

The Registrar's Office and the Center for the Advancement of Faculty Excellence (CAFÉ) are collaborating on two (2) informational sessions about grading. *"Assigning Final Grades"* information sessions will be held via Zoom on Monday, November 27, 2023 from 12:00 to 1:00 p.m. or Tuesday, November 28, 2023 from 12:00 to 1:00 p.m. The sessions will provide valuable information on determining students' final grades with special attention to Incompletes, UWs versus Fs, Rs, and RDs.

Provost Gomez thanked everyone for a successful WSCUC Special Visit on October 25 – 27, 2023, with special acknowledgements to Interim Dr. Keith Forward for his leadership in Academic Programs, Jocelyn Chong, and Dr. Aaron DeRosa for being part of the WSCUC Special Visit Team.

Save the date for November 30, 2023, 12:00 to 1:00 p.m. for the General Education Open Forum. Interim AVP of Academic Programs, Dr. Keith Forward, Academic Senate Chair Rita Kumar, and ASCSU Senator Gwen Urey will be cohosting an open forum on General Education. There will be discussions on the implementation of the new GE Student Learning Outcomes and the Cal GETC requirements.

The RSCA Faculty Mini-Grant competition will be announced in late November for 2023-24. Proposals will be due on February 4, 2024. Faculty continue to break records in the number of proposals submitted and dollars requested for Extramural Grants. If the trends for the first quarter of the year continue, it is expected that approximately 240 proposals will be submitted, requesting more than $200 million in awards. CPP students are the ultimate beneficiaries in the classrooms, labs, and in the field.

d. <u>Vice Chair's Report</u>

<u>NEW REFERRALS: (4)</u>

AA-005-234	Change of Grade for Zero-Unit Continuation Courses
AP-006-234	Program Review for BS and MS Mathematics
AP-007-234	Program Review for MS Computer Sciences
AP-008-234	Program Review for BA History

<u>SENATE REPORTS FORWARDED TO PRESIDENT: (4)</u>

AS-3047-223-AP	NEW Self-Support Computer Science Global Access Certificate
AS-3048-234-AP	NEW State-Support Master of Science in Statistics and Applied Mathematics with a Statistics Option and an Applied Mathematics Option
AS-3049-234-AP	NEW Minor in Global Humanities

<u>PRESIDENT RESPONSES TO SENATE REPORTS: (0)</u>

e. ASCSU Report

The ASCSU Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/11.08.23/ascsureport20231108.pdf.

Senator Urey reported that the ASCSU met on November 1 – 3, 2023. The body passed a couple of resolutions having to do with general education. There is still a lot that has not been decided regarding the implementation of Cal-GETC. Senator Urey encouraged all to attend the GE Forum on November 30, 2023.

f. Budget Report

The Budget Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/11.08.23/23f-budget-report-for-nov-23.pdf.

Senator Osborn reported that the Budget Committee met with John McGuthry, VP and CIO of Information Technology and Institutional Planning, and Cynthia Morgan, Director, IT Budget and Planning, on November 1, 2023.

One thing discussed was how the budget for classroom upgrades is covered by combined lottery money and classroom student success fee allocations.

g. CFA Report

CFA President Von Glahn reported that the CSU Teamsters' Union will be taking a strike action on November 14, 2023. They will be picketing at Kellogg and Red Gum Lane, near the Student Services Building (SSB). Because CFA does not have a sympathy strike clause, Senator Von Glahn recommended that to show solidarity, other union members should not break their picket line. Union members are welcome to join the picket line when they are not teaching, or before or after work.

Senator Von Glahn stated that there was a very loud showing by the Teamsters at the Board of Trustees Meeting on November 7, 2023.

The California Faculty Association (CFA) concluded meetings with the independent factfinder on October 28, 2023. There will be a report prepared with findings and recommendations. The recommendations are not binding, and after the report is issued, the CSU and CFA will have a ten (10) day blackout period to review the report. If after the 10 days there is no tentative agreement, the CSU will present their *last and best* offer. After the 10-day period, if there is no agreement, CFA will call for a strike. Based on the timeline, CFA would be looking at taking action around December 15th.

The Board of Directors (BOD) will make the strategic decision whether the strike action is rolling or a full walk out. The BOD is making the decision strategically and based on consultation with the campus union leadership, who is consulting with the union members.

h.   ASI Report

The ASI Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/11.08.23/asi_report.pdf.

Senator Suzer reported that the California State Student Association (CSSA) met over the weekend. The students discussed the updates from the GI2025 Symposium, as well as other updates pertaining to the student successes for Black student retention and graduation rates.

Senator Suzer highlighted that some of CPP's programs are five-year programs due to accreditation processes, but most of the scholarships have a four-year time limit. With the upcoming tuition increase, the campus needs to be diligent in making sure students have the resources to satisfy the GI 2025 requirements. In addition, some of the transfer credits from community colleges are not being articulated to Cal Poly Pomona or other CSUs.

ASI Vice President Naman Pandadiya reported that during the CSSA meeting there was a College Involvement and Values Impacting Communities (CIVIC) Challenge This is a friendly competition amongst the CSUs where a university is partnered with another CSU university, Cal Poly Pomona is partnered with Cal State San Bernardino, to enhance student involvement in the work undertaken by the Legislative and Systemwide Affairs Committees. Participating students met with local legislators from Pomona and San Bernardino to engage with government on a more local level and to amplify student voices. Currently, the CPP/CSUSB team is on the bottom level of the competition and by the next CSSA meeting, the team would like to be one of the top three teams. ASI VP Pandadiya asked if any administrators and/or faculty members are meeting with local legislators, please let him know so that ASI Student Government can contribute and be represented.

Senator Suzer commented that there are many upcoming protests and rallies regarding the conflict between Israel and Palestine. Both the ASI President and Vice President, and the student government, have been in contact with the student organizations on campus, in addition to Student Affairs. Senator Suzer made a request that faculty be lenient on students that are impacted by what is happening internationally. The Care Center is a resource for students going through challenging times, but it is important that the classroom environment is also a space where students can feel safe and heard and have open and honest communication with faculty about the issues.

Senator Suzer asked that there be student feedback regarding new programs and courses, and resolutions.

    i.   <u>Staff Report</u>

        No staff report given.

At the end of the standard reports, Senator Puthoff asked to be recognized, and made a motion and suspend the Academic Senate Committee Reports to make a change to the agenda to add a *Resolution of Non-Confidence in the University President*. The motion was seconded. Senator Puthoff yielded his remaining time to Professor Kate Ozment.

Professor Ozment explained that the new resolution is an alternative to the current *Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crises* which is on the agenda. This resolution is not a resolution with multiple bullets of actions that need to be addressed, it ends in a single thought, which is an expression of non-confidence in the University President. Dr. Ozment added that the reason for this motion is that it is important for senators to discuss if this is an option that they would like to vote on, and that the resolution should be up for debate.

Chair Kumar stated that a point of procedure is that an agenda cannot be amended to add an action item, just a discussion item, so if passed this motion would add the resolution to the agenda to discuss, not to vote on.

Senator Small clarified that if this resolution has two (2) readings, the agenda can be amended to add the *Resolution of Non-Confidence in the University President* to the agenda as a first reading. Chair Kumar concurred.

There was a request for a secret ballot, and proxies cannot vote during a secret ballot. A two-thirds vote is needed to add this item to the agenda.

The motion to add the *Resolution of Non-Confidence in the University President* to the agenda after the *Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crises* passed with 26 YEAS, 5 NAYS, and 2 ABSTENTIONS.

3.   <u>Academic Senate Committee Reports – Time Certain 3:45 p.m.</u>
    a.   <u>AP-010-223, New Minor in Sustainability Education – **SECOND READING**</u>

The second reading report for AP-010-223, New Minor in Sustainability Education, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap010223sr.pdf.

Senator Small presented the report.

M/s to adopt AP-010-223, New Minor in Sustainability Education.

Recommendation:

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

Discussion:

The Liberal Studies department proposed this new Sustainability Education minor. The minor is twenty-seven units with twelve units of core courses and fifteen units of elective courses. The core courses provide students with interdisciplinary perspectives on sustainability. Students will then choose a suite of elective courses from three areas: (1) education, (2) scientific perspectives on sustainability, and (3) cultural and social perspectives on sustainability. These electives strengthen students' knowledge of education, teaching, and sustainability by incorporating multiple disciplines. Thus, CPP students who pursue formal, informal, or nonformal education as a career will be prepared to serve California's diverse learners and communities, particularly those that have been historically marginalized in conversations about sustainability (e.g., AAPI, Black, Indigenous, Latino/Latina/Latinx, disabled, queer, and women-identifying).

There have been no comments or concerns raised since the first reading.

The motion to adopt AP-010-223, New Minor in Sustainability Education, passed with one (1) abstention.

b.　　AP-012-223, Cyber Security Minor – **SECOND READING**

The second reading report for AP-012-223, Cyber Security Minor, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap012223sr.pdf.

Senator Small presented the report.

M/s to adopt AP-012-223, Cyber Security Minor.

Recommendation:

The Academic Programs Committee recommends approval of the Cyber Security Minor.

Discussion:

This is a minor in the field of cyber security and is intended to help undergraduate students develop cyber security skills and knowledge.

The biggest concern encountered during consultation is that there are at least three (3) departments with concerns in cyber security and information security; Computer Science, Computer Information Systems, and Electrical and Computer Engineering. Senator Small added that he does not think anyone in those departments thinks this is a bad program to offer, there were just concerns whether this combination of courses was appropriate for

this program. In the end it was determined that this combination of courses had a mix of very basic foundational material that anyone from any area of computer science would need to get into advanced courses specific to cyber security.

The area of greater controversy, even though the committee has not received any input on this program since the first reading, is the issue of program naming. The term cyber security refers to a field that has overlap in expertise and interest with multiple departments. What the committee ultimately decided going back to a precedent from several years ago when another program in a related area was purposed by another department is that when multiple departments have expertise that overlap some interdisciplinary area, the multiple departments should be able to use words that broadly overlap that area. That report was subsequently adopted by the Academic Senate, and the reasoning remains compelling and applicable in this dispute.

The motion to adopt AP-012-223, Cyber Security Minor, passed unanimously.

c.   AP-033-212, Information Security Global Access Certificate – **SECOND READING**

The second reading report for AP-033-212, Information Security Global Access Certificate, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap033212sr.pdf.

Senator Small presented the report.

M/s to adopt AP-033-212, Information Security Global Access Certificate.

Recommendation:

The Academic Programs Committee recommends approval of the new Self-Support Information Security Global Access Certificate.

Discussion:

The committee has received no comments since the first reading. This is a self-support certificate program offered by the CIS department for people who want some amount of training in information security through taking undergraduate courses. Senator Small commented that it is worth noting that this certificate program has some broad overlap with the Cyber Security Minor that was just adopted. This points to the fact that it is possible for multiple departments on the campus to offer useful programs in areas of broad multidisciplinary interests.

As a self-support program, the committee looked into issues of supplanting and this program will be offered with faculty teaching overloads. The courses already exist, so there were no academic concerns about the content of the program, therefore the Academic Programs Committee recommends the approval of this program.

Interim AVP Forward asked what considerations the committee takes when they review self-support programs that faculty will be teaching with overload since faculty has expressed concerns about faculty workload. Is there any concern about the development of self-support programs that would add to faculty workload? Senator Small responded that the committee normally looks at two things: (1) that faculty are being compensated at customary rates, so even though it is additional work, it is voluntary, compensated work, and (2) that the number of additional courses that faculty would teach is always in line with CSU rules.

The motion to adopt AP-033-212, Information Security Global Access Certificate, passed unanimously.

d. [AA-004-234, 2024-25 Academic Calendar and Five-Year Projection – **FIRST READING**](#)

The first reading report for AA-004-234, 2024-25 Academic Calendar and Five-Year Projection, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/aa004234fr.pdf.

The 2024-25 academic calendar is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/AA004234fr_1.pdf.

Senator Vallejo presented the report.

M/s to receive and file AA-004-234, 2024-25 Academic Calendar and Five-Year Projection.

Recommendation:

After careful review and discussions, the Academic Affairs Committee recommends adoption of the latest revised calendar for 2024-25.

Discussion:

The Academic Affairs Committee thoroughly reviewed two (2) drafts of the calendar and provided a list of questions to Dr. Phyllis Nelson. All questions were answered, and any errors identified were corrected. The committee did receive concerns related to the scheduling of the add/drop periods and the committee has begun consulting with Dr. Nelson, the Office of Student Success, Enrollment Management, and the Registrar's Office regarding concerns raised.

4. New Business
    a. [Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crises – **FIRST READING**](#)

The *Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crises* is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/11.08.23/resolution_immediate_and_necessary_actions_to_address_campus_crises_11.08.23.pdf.

M/s to receive and file the *Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crises.*

Chair Kumar reminded the body that Robert's Rules will be enforced during the discussion. 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. Senators are given priority for the speakers' list. Chair Kumar asked the body to please keep in mind the principles of collegiality, collegiality is enshrined in the Academic Senate Constitution and is the bedrock of shared governance. She added that if she would like to speak as a Senator representing the College of Business Administration constituency, she will hand the gavel to Vice Chair Quinn to facilitate the discussion during the time she is speaking.

Senator Von Glahn provided context behind both resolutions. There were morale concerns discussed during the adoption of the *Resolution in Support of Unit 3 Employees and the Learn Through Discovery (LTD) Polytechnic Model* on April 5, 2023. Faculty members have a general feeling of discontent among some issues. These resolutions have not been brought forward just because of the firing of Dr. Brown, which was a stimulus for this resolution. Senator Von Glahn stated that Dr. Brown shared information regarding her termination as Provost and Vice President of Academic Affairs, which included not being recognized for hiring six out of seven vacant dean positions. Chair Kumar asked to keep the discussion within the scope of the resolution and was concerned that the discussion is veering into personnel matters. Senator Von Glahn responded that there are other issues of morale, but the firing of Dr. Brown was the stimulus to both resolutions and encouraged senators to read Dr. Brown's response to her termination.

Senator Vallejo spoke on several of her constituents who have reached out to her on this subject. There were many things sent to the Senate advocating for pressing issues for faculty that were articulated in this resolution. She stated that overwhelmingly, all the faculty who responded are extremely unhappy about the current situation, despite reassurances in one of the last meetings, there is a general sense of chaos and disfunction at the faculty and staff levels. Several faculty members responded that this resolution is the bare minimum of what is expected going forward, with many suggesting stronger language and more assurances. People have been losing hope and claim that in this time of strife and extreme burnout, this gesture lightened their hearts and was validating and hope that this university can move in a positive direction.

Senator Givens expressed her belief that morale is incredibly low and there are things that are broken, that continue to be broken and they need to be fixed. Frustration levels are extremely high. Senator Givens stated that the need for the resolution is high, but her concern is that the extensive list of "whereas" items dilute the fundamental issues on the campus. Another concern is that there are several references to equality across colleges, but not all colleges are equal and equal is not the same as equitable. She also was concerned about paragraph 9, Department Chair Support, and wondered if all department chairs had been consulted. She stated that she is a department chair and that would not be her list of needed support. In conclusion, she questioned the strategy of having ten large items with multiple sub-items, and wondered if it is achieving what the body wants it to achieve.

Senator Dabas commented that during the last meeting with President Coley she mentioned that MPP Performance Reviews are on-going and provide feedback for performance improvement. This resolution reads like a list of feedback and corrective actions. These issues are not new, and President Coley is aware of the problems detailed in the resolution. Faculty have provided feedback, in various forums, to the President, and have seen no improvements. Senator Dabas asked why now, and by providing such a long list, this does prove that there have been systematic failures. What is the purpose of this resolution? Should these corrective actions have been done as part of day-to-day business?

Senator Sharma spoke to item 7 of the resolution, *Inclusive Excellence*. She stated that while there is significant effort at the institutional level to adopt inclusive excellence, her opinion is that there is little effort at the college and department levels. Specifically, if you are a minority in a college there is the possibility of retaliation if you speak up about the working conditions. The resolution should include wording about retaliations within the colleges.

Senator Gad stated that she did speak to some of her constituents in the College of Engineering, and it is apparent that there are significant morale issues. In her opinion, morale on the campus has not improved over time. The *Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crises* does provide hope and a path forward for improving working conditions and morale on campus. They are very simple things that need improvement, such as getting reimbursements and payments on time, to larger issues, such as transparency by the administration on issues impacting faculty.

Senator Barding added that this resolution is also a representation of CPP's national image. Two days after the *Inside Higher Education* article regarding the removal of Provost Brown, Senator Barding attended a meeting of department chairs across the United States, and the first topic to come up in conversation was Cal Poly Pomona. The issues at Cal Poly Pomona are getting more attention than people realize. The resolution provides a laundry list of things that need to be addressed and there are no guarantees

that the administration will concentrate on the bigger items. It may just be a case of addressing the easier issues.

Dr. Kate Ozment from the College of Letters, Arts, and Social Sciences, stated that she sees amazing things happening at CPP, including things presented today about math and English completion rates increasing. Cal Poly Pomona's graduation rates are the highest in the CSU system. These are the things that should be talked about and not the national embarrassment, that the provost was fired and there was embezzlement. Dr. Ozment commented that she is in her 6th year at CPP, and she feels like she is fighting every single day to want to stay invested in the campus and stated that it is a shame because this is the best student body she has ever had the honor to work with. She added that she cannot keep working under an administration that provides data that shows how little they are willing to invest in instruction and then shrugs off any response to the data. The data provided in the resolution was provided by CFA.

Senator Small commented that at the ground level, all the good things happening on this campus and done by faculty are usually done despite the many administrative layers above. He stated that everything about this place makes it harder to get things done and there is a failure among the leadership.

Chair Kumar reminded the body that this is a first reading and that there is opportunity to provide additional feedback between now and the second reading. Any comments can be provided to the Executive Committee via senate@cpp.edu.

b.   **Academic Senate Resolution of Non-Confidence in the University President**

The *Academic Senate Resolution of Non-Confidence in the University President* is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/11.08.23/resolution_no_confidence.pdf.

M/s to receive and file the *Academic Senate Resolution of Non-Confidence in the University President.*

Senator Small remarked that this resolution is the product of everything feeling broken. It is worth noting that besides the numbers in the resolution, which mentioned a 67 percent increase in spending over the years and a reduction in tenure density with a 13 percent increase in enrollment, inflation when added to the 13 percent takes the campus to 37 percent. Understanding that costs for some things, for example, healthcare, has risen, but some of those costs are baked into inflation and there is still a 30 percent increase to account for and faculty salaries cannot account for that increase. A 30 percent administrative growth has a lot to do with the increase. There is a general feeling among faculty, and department chairs especially, that there are a lot of things that are broken, everything has gotten harder to do. There are more than enough administrators to create red tape and say no, but not enough people to process the things that need to be processed. Senator Small added that the growth is not seen in the academic units, most

of the college offices do not have significant growth, meaning a lot of the growth is outside of Academic Affairs. Universities are academic institutions, but Academic Affairs seems to be starved while the rest of the organization grows, and that may be why everything has "boiled over" into a crisis of confidence in the university leadership. Another theme that is apparent is the profound distrust of faculty, which has come up in many discussions, from discussions of teaching and whether or not faculty is doing everything conducive to student success, to discussions of hiring and a seemingly omnipresent conviction that faculty cannot be trusted to fairly evaluate applicants, or some of the discussions of student evaluations with anonymous comments. There is just a repeated sense that faculty are the problem and cannot be trusted.

Senator Sharma responded to Senator Small's comments. She stated that intervention from the Chancellor's Office and other places in faculty hiring is much needed because the trend of diversity, or lack of, in college hires is concerning.

Senator Puthoff noted that across campus and in the Academic Senate, everyone is interested in a change of leadership. There are two ways to address the needed changes; faculty can make a more thorough and detailed to-do list, or faculty can try and take charge of any kind of processes implemented in the way the university is managed. This resolution is faculty's way of asserting what they want, there are enough "whereas" statements describing the problems, but the kernel of the matter is that administrative change is needed, and change starts at the top. He added that everyone should understand that this resolution is the beginning of a process.

Senator Givens stated that she agrees with Senator Small's comments about morale being low. She added that she is an extremely hard worker, she wants to work hard, but she wants to work hard on things that matter. Currently she is being asked to work hard on red tape and bureaucracy, not things that matter. She also agreed that sometimes there is the perception that faculty cannot be trusted. Obviously, the campus has the same goals towards student success, but she stated that she wants to be respected if there are differing opinions on how to get there.

Senator Suzer, the ASI Representative, commented that she is a little speechless about this resolution and its implications for students. The resolution is a strongly worded document regarding the loss of confidence in university administration and leadership, which is obviously a big concern for the faculty stakeholders, but how will this statement affect students? Will the diplomas received be associated with this lack of confidence? Will students have a different experience on campus because of this resolution? In general, how will this affect students, negatively or positively?

Senator Small responded to Senator Suzer's concerns by saying that nationally, the universities that have the strongest faculties, the most faculty leadership, the most distinguished and confident faculty, are the most respected. A university where faculty show a deep investment in the future and a willingness to take responsibility for the future of the institution, is a university that will be more respected, rather than less.

Senator Von Glahn responded that faculty need to collectively talk about the issues, even if they are difficult conversations. Morale issues, regardless of the causes, are already impacting faculty and faculty working conditions and student learning conditions.

Senator Guerrero responded to the question about the impact on students and stated that the truth is this is already impacting students. Students deserve better than what this campus is currently offering. This goes for faculty as well. The "laundry list" of issues contained in the resolution is indicative of the work started years ago, and working conditions should be better and they are not.

Senator Vallejo added, that in her experience over the last nine (9) years, there have been increasing cases and examples of egregious behavior, which are textbook examples of hostility, which have been ignored. In some cases, bad actors have been promoted. She stated that the majority of her constituents supported this resolution over the *Resolution of Immediate and Necessary Actions to Address Urgent Campus Crises.*

Chair Kumar commented that both resolutions will be on next month's agenda for a second reading. She encouraged the body to reflect on what is the goal, and what is the best way to get there. She stated that she is a "slow and deliberate thinker" and will be considering the impact of any decision the Academic Senate makes as a body. She mentioned that one of the resolutions passed recently was the *Resolution for the Academic Senate in Support of the Hiring of a University Ombuds and Filling of the Office of the University Ombuds*, adopted May 4, 2022, and as a result there is currently an active Ombuds search. There was another resolution about hiring additional counselors and there have been additional counselors hired. The most recent resolution was regarding workload which was adopted on April 5, 2023, and her understanding is that the President's Office is working on the budgetary impacts of suggestions made in that resolution.

5. Discussion
   a. [Course Equity Portal Presentation](#)
      - Dr. Victoria Bhavsar, Director of the Center for the Advancement of Faculty Excellence
      - Dr. Heidi Riggio, California State University, Los Angeles

The Course Equity Portal (CEP) presentation is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/11.08.23/cep-senate-presentation-11.08.23.pdf.

Dr. Victoria Bhavsar introduced Dr. Heidi Riggio from California State University, Los Angeles, who has been collaborating with the Chancellor's Office on making individual equity data dashboards. She added that there are a lot of global dashboards that provide data for classes, but they do not provide data for individual course sections. The CEP is not available to Cal Poly Pomona and Dr, Bhavsar asked for the Academic Senate's

assistance in making the portal available and encouraging faculty to use the tool available to them.

Dr. Riggio explained that the CEP is a tool that faculty can use to examine equity gaps (differences in grades of D, F, WU, and NC between students who are from historically underserved racial/ethnic groups such as Black, Latinx, American Indian, Alaska Native, and their peers, those who receive Pell grants or not, those who are first-generation students or not, or by gender) in the courses they teach. Knowing about and looking at such gaps allows us to understand them and address them in our courses, to make our courses more equitable. Gaps are not evidence of faculty failings or problems. But knowing about any gaps in our courses helps us to better understand our students and create a more equitable learning environment.

The first goal of the CEP team was in consultation with the Academic/Faculty Senates to introduce the tool to five (5) campuses, CSU San Marcos, San Jose State University, Cal State Los Angeles, CSU Monterey Bay, and Cal Poly San Luis Obispo. The team is continuing to work with Academic/Faculty Senates, but is also working with faculty development directors, and faculty centers for teaching and learning to open the portal to more campuses.

The CSU Mission is to educate Californians, especially those with lower access (i.e., less social, and financial power). The CEP provides information to each faculty member about equity gaps that may or may not exist in the courses they teach. Equity gaps in the CSU are evident, with underrepresented minority (URM), first-generation, and Pell Grant recipient students receiving more DFW grades than non-URM, non-first generation, and non-Pell recipient students.

There are other tools available, e.g., the Chancellor's Office Student Success dashboard, which provide data campuswide and within certain disciplines. The CEP is individual to instructors, only the instructor can see course data in the Portal. The data provided is confidential. Administrators, staff, and other faculty cannot access an individual's Course Equity Portal information. The available data comes from the campuses and goes back to 2011, but only the specific individual has access to their data.

The Course Equity Portal applies a set of statistical algorithms to present a curated set of findings tailored to each faculty user. The algorithms determine if there are equity gaps in a course by URM, first generation, or Pell recipient status, or gender within a course and produces a summary to the user. Only gaps with a sufficient effect size are identified. The Course Equity Portal methodology is detailed in a document at https://cep-info.dashboards.calstate.edu/public/assets/cep-methodology.pdf.

Dr. Riggio went over some examples of possible findings. There is comparative data available if there are five (5) or more different faculty members teaching sections of that course. The tool does not do a comparison of less than five because a faculty member may be able to figure out who they are being compared to and that violates confidentiality.

Dr. Riggio noted that a "finding" of an equity gap does not mean that the faculty member is doing something wrong, there are many causes of equity gaps, e.g., global, historical racism. sexism, agism, classism, institutionalized systemic discrimination, etc. Knowing about gaps helps faculty address them in their courses and ensure that all students have an equitable chance to succeed. Strategies that faculty can use to address equity gaps include changing materials, changing teaching approach, changing of due dates, providing greater explanations when needed, etc. In the CEP there are strategies presented as well as empirical studies that support that the strategies work.

Drs. Bhavsar and Reggio asked that faculty help evaluate and improve the Equity Portal, by using it and providing feedback. Participation includes individual access to the tool and the optional completion of two anonymous online surveys. The new campuses being targeted this year should have their portals available at the beginning of spring semester, because the team is trying to incorporate the data from the last academic year.

The following questions were asked:

- Can the information provided in the CEP be requested through the Freedom of Information Act?

  Dr. Riggio did not know the answer and stated she would investigate it.

- Senator Givens, who participated in the pilot and had access to the portal, stated that data is great, but it was not the actual data she wanted. She added that the tool does not provide trends for an instructor who teaches a different course here and there. She asked if there was a way to see data from all courses that she has taught.

  Dr. Riggio responded that data can be downloaded to Excel and be analyzed. She added that there is a dashboard within a dashboard that you can look at all your individual data by course, by student characteristics, by term. There are tools within the CEP that can be accessed.

- There was a concern that this data could be requested for a faculty member's RTP package, in essence that equity gap information could be "weaponized" against a faculty member.

  When this tool was first introduced to the statewide senate, the same concerns were raised. There was a resolution in favor of the tool encouraging campuses to use the tool, but there was also a proclamation included that this tool cannot be used in RTP proceedings, except by the faculty themselves. Dr. Riggio stated that no one can access a faculty member's data from the portal, except that faculty member. The CBA clearly states that all personnel decisions must be based on the Personnel Action File (PAF).

The November 8, 2023, Academic Senate Meeting adjourned at 5:10 p.m.