



CALIFORNIA POLYTECHNIC STATE UNIVERSITY, POMONA

Academic Senate – GE Committee

2024-2025 Academic Year

Annual Report

I. Committee Membership

Name	College
Mario Guerrero, Chair	CLASS
Jocelyn Pacleb*	CLASS
Aaron DeRosa	ADM
Campbell Dinsmore	ENG
Hillary Haakenson	CEIS
Paul Hottinger	REL
Brandon King	SCI
Kenneth Lamb	ENG
Sangho Lee	BUS
Kelly Min	COL
Hien Nguyen	CLASS
Fatheema Subhan	AG
Karen Tellez-Trujillo	CLASS
Rachel Van	CLASS

*Denotes status as Academic Senator

II. Statement of Committee Guidelines

In accordance with Section E(1) of Academic Senate Bylaws (Policy 122), the General Education Committee is charged with overseeing the implementation of all general education policies in force, including their specified and applied dimensions, except in cases where local exceptions have been authorized.

III. Referrals to Committee

1. GE-001-245 General Education Update
2. GE-002-245 Delete BIO 1110 – Life Science (B2 – 2 units)
3. GE-003-245 Delete BIO 1110L – Life Science Lab (B3 – 1 unit)
4. GE-004-245 Modify BIO 1150 – Basic Biology to BIO 1150 – Biology and Society (5B)
5. GE-005-245 Modify BIO 2120 – Life Science for Elementary Educators (5B)
6. GE-006-245 Modify CHM 1010 – Chemistry in Our World (5A)
7. GE-007-245 Modify CS 3750 – Computers and Society (4C/5D)
8. GE-008-245 Modify GEO 1010L – Physical Geography Lab (5C)
9. GE-009-245 Modify GSC 2120 – Earth Science for Elementary Educators (5A)
10. GE-010-245 Modify MAT 1140 – Calculus 1 (Area 2)
11. GE-011-245 Modify MAT 1300 – Technical Calculus (Area 2)

12. GE-012-245 Modify PHY 1050 – Physics of Musical Sound (5A)
13. GE-013-245 Modify BIO 1150L – Basic Biology Laboratory to BIO 1150L – Biology and Society Laboratory (5C)
14. GE-014-245 Modify MAT 1200 – Calculus for Life Science (Area 2)

All referrals have been approved after a 1st and 2nd reading.

IV. Committee Initiated Projects

The General Education Committee focused its fall semester efforts on the comprehensive work involved in GE-001-245, which proposed significant structural and policy changes to Cal Poly Pomona's General Education program. This work laid the foundation for the spring semester's focus on recertification efforts for all GE courses, an initiative set to continue through the next academic year.

To support this transition, the committee launched a GE curriculum development website, issued a formal call to departments, provided faculty with a detailed Curriculum Guide in PDF format, and delivered a presentation to the full Academic Senate. These resources helped prepare the campus for a rigorous and collaborative recertification process.

In my capacity as Chair, I engaged in extensive outreach to department chairs and faculty throughout the academic year to communicate changes, answer questions, and guide departments through the recertification process. This included facilitating three GE town hall meetings (co-hosted with Chair Kumar and Academic Programs) and presenting twice to the University Council of Chairs (UCC). I also provided individualized support and clarification regarding recertification standards and GE course expectations.

The Committee spent considerable time discussing and developing rubrics, refining ECO Curriculog form fields, and articulating the aims and learning outcomes for General Education. These efforts reflect a deep commitment to the academic integrity of GE, even amid the systemwide reduction of GE units. The committee takes pride in the proactive work it has undertaken to protect and strengthen the GE program during a time of considerable transition.

V. Reports

The following referrals were received and filed by the Academic Senate and have proceeded through two readings and a vote this academic year (AY 2024-2025):

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4. GE-004-245 Modify BIO 1150 – Basic Biology to BIO 1150 – Biology and Society (5B)
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VI. Withdrawn or Sunset Referrals

None

VII. Referral Backlog

None

VIII. Hours Expended

Considering the extensive responsibilities documented above, including weekly committee meetings, campus-wide coordination, communications, town halls, and policy drafting, it is reasonable to estimate that this role required **10–12 hours per week**, totaling **160–192 hours over a standard 16-week semester**. This figure likely underrepresents the true investment of time, given the leadership demands and breadth of engagement across the university.

The General Education Committee met every Wednesday from 3:00 to 5:00pm throughout the academic year. Beyond our regular meetings, the time invested in consultation, communication, town halls, administrative coordination, and policy/report writing far exceeded the typical expectations for committee service. By conservative estimation, this work amounted to the equivalent of *at least* 3 WTU.

Despite this, I was denied reassigned time by Dean Camille Johnson on the grounds that the paperwork was not submitted in time to process the reassigned time as a stipend for fall. As a result, I completed this workload on an overload basis, which reflects both the demands of the role and the critical leadership function required to support the Senate and sustain the General Education program. I respectfully submit that future leadership of the GE Committee should be recognized accordingly in workload allocation, especially as other Academic Senators serving as department chairs have been historically been awarded reassigned time as a stipend.

IX. Recommendation

Looking ahead, the workload for the GE Committee will increase significantly. In the 2025–2026 academic year, the committee must oversee the recertification of all existing GE courses, a labor-intensive and high-stakes process. Simultaneously, with the moratorium on new GE course

proposals having been lifted, Academic Programs anticipates dozens of new submissions. To manage this dual pressure, the Committee recommends:

1. Prioritizing recertification over new course proposals, while still reviewing new courses on a rolling basis.
2. Staggering the timeline for new GE course proposals to avoid overwhelming the committee and faculty.
3. Calling on the Academic Senate to more formally recognize and promote the expertise of GE Area Coordinators (e.g., Written Communication, Oral Communication, American Institutions, and Ethnic Studies).
4. Emphasizing the need for centralized consultation with departments such as EWS and ESFIC in the development of Area 6 (Ethnic Studies) courses.
5. Recommending that Academic Affairs revisit and revise the GE funding model to reflect the administrative and intellectual labor required to maintain and strengthen the GE program.
6. Urging the Academic Senate Chair and Vice Chair to bring these issues to the attention of Interim President Iris Levine and Provost Terri Gomez to ensure sustained support for General Education leadership and infrastructure.

These steps are essential not only for maintaining academic quality but also for ensuring equity and institutional respect for the labor behind General Education governance.