

Minutes

of the Academic Senate Meeting
March 13, 2024

- PRESENT: Adams, Aragon, Barding, Blumenfeld, Dabas, Gad, Gekara, Givens, Guerrero, Guthrie, Hall, Hanink, Hoikkala, Husain, Kumar, Monemi, Moore, Pacleb, Puthoff, Quinn, Sharma, Shen, Small, Sotoudeh, Valentine, Welke
- Proxies: Senator Moore for Senator Urey, Senator Aragon for Senator Vallejo, Senator Gad for Senator Fallah Fini, Senator Givens for Senator Chase, Chair Kumar for Senators Myers and Yoo
- GUESTS: M. Akers, A. Baski, J. Chong, A. DeRosa, K. Forward, T. Gomez, J. Hargis, N. Hawkes, P. Hawthorne, M. Jones, A. Ketsdever, S. Krishnamurthy, C. LaMunyon, J. McGuthry, N. Pandadiya, L. Preiser-Houy, B. Quillain, , M. Sancho-Madriz, A. Tamayo

Chair Kumar called the meeting to order by welcoming the senators and all guests. She introduced the new College of Letters, Arts, and Social Sciences Senator, Robert Blumenfeld.

1. Academic Senate Minutes – [February 14, 2024](#)

The February 14, 2024 Academic Senate Meeting Minutes are located on the Academic Senate website at cpp.edu/senate/documents/packets/2023-24/03.13.24/academic_senate_minutes_02.14.24_posted.pdf.

M/s/p to approve the minutes from the February 14, 2024 Academic Senate Meeting.

2. Information Items

a. Chair's Report

Chair Kumar commented that last week, Christina Gonzales, Vice President for Student Affairs, and Hallie Lewis, Interim Associate Vice President of Health and Wellness, met with the Executive Committee to discuss improving the effectiveness of getting accommodations for students with disabilities and the responsibilities of faculty. Ideas that were discussed included communicating with faculty regarding the laws that apply to higher education, considering alternative assignments as needed, and partnering with the Center for the Advancement of Faculty Excellence (CAFE) to offer training on disability resources.

Chair Kumar noted that all Executive Committee Meeting minutes are posted on the Academic Senate website under [committee documents](#). She added if there are questions or feedback on any of the Executive Committee minutes, please contact her. Chair Kumar holds office hours every Wednesday in the Academic Senate Office, 98-P2-007, from 12:30 to 2:30 p.m.

b. President's Report

President Coley explained that she has missed the last few Academic Senate Meetings due to meetings with the CSU Trustees, which was in November, the Campus Presidents Meeting with the Chancellor in December, and in February she was honored to be invited to a White House event in line with Black History Month to pay tribute to Black trailblazers like David Douglas, Rosa Parks, Martin Luther King, and others.

President Coley stated that yesterday, March 12, 2024, she sent a [letter](#) sharing some of the challenges facing higher education nationally, within California, and in the CSU system. The President distributed a document, *Cal Poly Pomona's Opportunities and Challenges in a Time of Change: Academic Affairs*, which has 2022-23 data to be reviewed but was collected after the President's Report to update with 2023-24 data. The document expands on some of the points that were raised in President Coley's communication of March 12, 2024, which are germane to Academic Affairs. She thanked Jessica Wagoner, Senior Associate Vice President of Enrollment Management & Services, Jeanette Baez, Assistant Vice President for Institutional Research, Planning, and Analytics, and Lisa Rotunni, Executive Director of Academic Resources, for retrieving and assimilating much of the data provided.

The report details what is happening in national higher education, the enrollment pattern, the California system of public higher education, what is transpiring in the UC system as well as the community colleges, and then the California State University system, the CSU Budget Compact, which becomes increasingly more like an IOU, and then the Cal Poly Pomona enrollment profile and demand, as well as the trends. The President stated that in the future, she will talk about over-enrollment and the implications for tenure density, and then look at tenure density relative to how it is captured year by year, tenure density relative to base tenure density by department, and then the change in tenure density numbers across the CSUs.

The President mentioned that there are two articles included in the packet that are very pertinent to what is happening in the CSU. The first is an *Inside Higher Ed* article, **Doubts About Value are Deterring College Enrollment**. The second article is from the *San Francisco Chronicle*, **Bay Area campuses hit hard by big enrollment drop at California State University**.

This information will be provided to the campus after the finalized enrollment for the second semester is incorporated. The data shows, in terms of undergraduate enrollments, that students are being accepted to CPP but there is a propensity for students not to accept the admission. This information is broken down by department so the colleges can have the important conversations that need to take place. There is also information about the tenure density at CPP by college, as well as across the CSU.

President Coley shared that she hosted a meeting with the LA County School Superintendent as well as the area school district superintendents and their staff to discuss the changing profiles of student attendance and the challenges they are having. They are seeing the same declines that the universities are dealing with. There was a similar discussion with the area community college presidents and their transfer administrators. The President stated her appreciation to the Deans that attended both meetings. This was an important signal in terms of working together to look at what is happening with the sense of the value proposition of higher education.

President Coley talked about the Title IX assessment across 23 California State University campuses by the Cozen O'Connor Institutional Response Group (Cozen) in 2023. Cal Poly Pomona's implementation team has received favorable responses from Cozen, particularly that CPP's team has a high level of fluency and competency and experience with respect to Title IX and Discrimination, Harassment and Retaliation (DHR), and the team has a strong working relationship with campus partner offices. The system has reorganized Title IX across the twenty-three campuses so that every campus is part of a three or four campus team. This reorganization is still unfolding. The current campus implementation team, which has been co-chaired by Dawnita Franklin, Associate Vice President & Title IX Coord/DHR Administrator, and Nicole Hawkes, Chief of Staff, has been meeting regularly throughout the academic year with participation from faculty as well as student participation. The team has prepared a plan that will respond to the affirmations and recommendations of the Cozen report. The President reminded the body that Title IX complaints do not typically engage in consult with any cabinet members. The Title IX Office functions independently and, if needed, then it would be overseen by the Chancellor's Office.

President Coley was pleased to report that CPP has had a successful WSCUC accreditation visit in October 2023. She stated that she appreciates the engagement and the participation of the campus community and acknowledged the work of the special visit team, which included Dr. Keith Forward, Jocelyn Chong, Dr. Aaron DeRosa, along with Interim Provost Gomez, the deans, and all the people who were able to participate in the various subgroup meetings. President Coley met with the commission on February 16, 2024 when the report was acted upon with commendations and areas for continued focus. The next WSCUC accreditation will be in fall 2029. The progress report of all campuses will be due sometime in the fall of 2025. The President mentioned that WSCUC has added another standard for all campuses to monitor and analyze the success of students following graduation. There is a major focus on what happens after students cross the commencement stage.

The President reported that the search committee for the provost has been convened and given its charge. The executive search firm of Isaacson, Miller will be used for the search. The search committee includes Aaron DeRosa, Peter Hanink, Rita Kumar, Alyssa Lang, Amar Raheja, and Bharti Sharma, Francis Teves, Sandeep Krishnamurthy, Jorge Lomeli, and Stephanie Rascon. A campus announcement in terms of the timeline for the search will be sent shortly.

About interim appointments, the President expects and allows Vice Presidents to make the interim appointments that they feel are the most fitting for their organization. In conversations with the Vice Presidents, there are very few options available when you are seeking to have continuity of service and address the immediate needs and issues. Depending on the position and the classification, President Coley does not expect to be included in the conversations. She stated that she is available for consultation if requested but trusts the decisions that they make. She becomes engaged with permanent appointments made for MPP III and MPP IV. The Senate Executive Committee is informed of interim MPP appointments, and the Vice Presidents have agreed to meet with the Executive Committee to share interim appointment decisions and answer any questions.

There are two finalists for the Director of Conflict Resolution Services and University Ombuds position. There was an open forum for the first candidate yesterday, March 12, 2024, and the open forum for the second candidate is scheduled for Friday, March 15th. President Coley thanked Dr. Jill Hargis and the search committee for their work on the search. She added to provide any feedback on the candidates through the survey on the executive search website. The hope is to identify an incumbent in the spring and establish the *Office of Conflict Resolution Services* in fall 2024. President Coley is proud of the work the campus has done to re-envision the ombuds role, and to be clear on the expectations for the support, as well as the resources provided to the members of the campus community.

President Coley announced the successful conclusion of Phase I of the *Black Thriving Initiative (BTI)* and the start of Phase II under the leadership of Dr. Cindy Pickett, Presidential Associate and Chief Diversity Officer. Phase II will concentrate on specific areas of activity aligned with the [CSU Black Student Success Report](#) recommendations. The CSU has allocated approximately 4 million dollars to support this work and Cal Poly Pomona was one of fourteen campuses that received the maximum amount of \$250,000 to work on the goals of expanding high impact programs, expanding the **Center for Advancement of Faculty Excellence (CAFÉ)** work, and to create more inclusive and ethical classroom experiences. These goals will be met through ongoing professional development and creating an infrastructure to ensure that both financial and administrative support are available to Black faculty and staff.

In a recent meeting at the Chancellor's Office, the state head of NAGPRA, Native American Graves Protection and Repatriation Acts) was in attendance, and Cal Poly Pomona completed and submitted the campus repatriation plan to the Chancellor's Office in December 2023. Thanks to the efforts of a full-time Repatriation Coordinator, Saarah Munir, who was at Cal Poly Pomona for about 18 months, the campus has identified and cataloged 84 cultural items in stewardship and has begun the process of tribal consultation. There are no ancestral remains among those items. Saarah Munir left the university in February 2024, and there will be a search for her replacement soon. As discussed with the state head of NAGPRA, this role will be re-imagined as a **Tribal Relations Director** to support Tribal Relations and NAGPRA/CalNAGPRA program oversight. The Tribal Relations Director will report to the Office of the President and will have responsibility for strengthening institutional relationships with tribal nations in the region and state, as well as assuring compliance with state and federal laws, and AB 389. California AB 389 requires every CSU campus to have a full-time **Repatriation Coordinator** in place by July 1, 2024. Members of the campus team will be attending a listening session for tribal nations to inform the development of our system policies on April 3, 2024 at Cal State Long Beach. On April 24th and 25th, there will be a NAGPRA/CalNAGPRA workshop at Cal State San Bernardino.

In December 2023, President Coley, Vice President Trinidad, Interim Provost Gomez, and Budget Director Carol Lee met with the Academic Senate Budget Committee to provide a fiscal year 2024-25 CSU budget overview. President Coley stated that she made the decision to postpone the November Campus Conversation on the budget to spring 2024. This was due to the uncertainty associated with negotiation of the union agreements and the resulting amount the CSU System expects the campuses to provide. All CSU campuses are expected to provide some amount of funding towards the agreement which is still being finalized. Once those agreements are finalized and the release of the governor's budget in January, that considers low state

revenue, President Coley commented that she will provide an update to the Academic Senate and the entire campus community in April, just prior to the governor's release of the May revised budget.

President Coley explained that there are two bond measures on the March ballot, Proposition 26 for grades kindergarten through 12, and Proposition 13 for public preschool, kindergarten through 12, and public universities and colleges. While in Sacramento for CSU Advocacy Day, she mentioned that one of the interesting conversations with a senator was about whether the community would understand the Proposition 13 given the challenge of the value proposition of higher education. There is much work to be done in the communities in terms of talking about the needs for those kinds of bond measures for the future of higher education.

President Coley asked for the document that she distributed at the beginning of the meeting to be collected and stated that it will be updated and distributed prior to the next Academic Senate Meeting on April 10, 2024. If there are questions, please direct them to senate@cpp.edu and the President will address them when she is able.

c. [Provost's Report](#)

The Provost Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/03.13.24/provosts_report_to_academic_senate_2024.03.13.pdf.

Provost Gomez discussed proposed changes for summer session 2024, stating that there is an opportunity for increasing CSU-funded permanent base dollars by increasing state funded summer classes. There is a unique opportunity where the CSU is reallocating permanent base funding, FTES, from campuses that are not achieving their target to those that are. Another opportunity for base funding is the CSU Compact with the governor. The way you typically increase base funding is by increasing headcount, and while some minor adjustments have been made, the President is committed to controlling enrollment growth and making sure that there are permanent resources for that growth. One strategy to increase base funding is to use summer more strategically. The same campuses that have declining enrollment are offering stateside funded summer classes to make up some of the declines. Cal Poly Pomona is going to keep self-support funded summer courses and expand stateside funded summer courses. The plan is to take 30% of the typical summer session and move it to stateside funding. It was determined that if all general education were moved to stateside funding this would provide the needed 30%. By moving general education classes to stateside support, the College of Letters, Arts, and Social Sciences and the College of Science take most of the hit, but administration has stated that they are committed to making sure that the workload is distributed across the colleges. All non-GE courses will continue to be offered as self-support. This type of hybrid model provides that growth needed this year.

Students can enroll in both GE and non-GE courses during the summer. General education courses will be less expensive for students because they are state funded. Self-support courses are always 40% more than stateside funded courses. Students enrolling in GE courses will have more financial aid options. Students enrolled in both state and self-support courses will pay for

each course according to the corresponding fee schedule. Students enrolled only in 6990 or 8990 sections to finish their master’s thesis, master’s project, or doctoral dissertation will pay the graduate Open University rate at a significant discount. Mandatory auxiliary fees are the same as in past summers and all the fee information will be available on the website soon. Provost Gomez stated that from a student’s perspective, this is a win, and it will help them complete more units.

Summer is extra work for extra pay for all faculty and therefore, state summer courses do not replace academic year workload. All stateside FTES taught during the summer count towards the college year FTES. Faculty teaching both state and self-support summer courses will receive separate contracts for state WTU and self-support WTU. Enrollment-based compensation will be used for all summer courses. Salary funding for summer will be distinct from academic year budgets. Provost Gomez added that since this is new and a bit confusing, there will be a Summer 2024 Office Hour on Friday, March 15 from 12:00 to 1:00 p.m. at <https://cpp.zoom.us/j/81665806814>, or email provost-vpaa@cpp.edu with any questions.

Provost Gomez asked everyone to please consider attending the **Equity in Practice Symposium** on Friday, April 19 from 8:00 a.m. to 3:30 p.m. at the Kellogg West Conference Center. For more information and to RSVP go to <https://www.cpp.edu/cafe/programs-and-events/equity-in-practice-symposium.shtml>. The plenary speaker is David Webb, faculty member in the Department of Physics and Astronomy at UC Davis. Dr. Webb will be sharing his work on facilitating equitable outcomes in his courses.

Dr. Gomez went over the following faculty grant opportunities:

Program	Total Funding	Submission Deadline
SPICE Grants	\$872,726	Jan 26, 2024
RSCA Faculty Mini-grants	~\$135,000	Feb 4, 2024
Provost’s Teacher-Scholar Support Program	\$750,000	Mar 3, 2024
SIRG Grant Program	\$75,000	Apr 7, 2024
La Bounty	Up to \$300,000	Mar 8, 2024

She thanked those faculty members who have submitted applications for SPICE Grants, RSCA, Teacher-Scholar Support Program, and La Bounty, whose deadlines have passed. There is one more grant opportunity available, the **Strategic Interdisciplinary Research Grant (SIRG) Program**. The deadline for SIRG is April 7, 2024.

d. [Vice Chair’s Report](#)

The Vice Chair’s Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/03.13.24/2024.03.13_report_status_summary.pdf.

NEW REFERRALS: (8)

AP-021-234	Geography, B.S. - Geographic Studies Option Discontinuation
AP-022-234	Psychology, B.A. - CSU Degree and CIP Code Changes
AP-023-234	Program Review for BS in Animal Science
AP-024-234	Program Review for BA in Theatre
AP-025-234	New State-Support Bachelor of Science in Materials Engineering
AP-026-234	Program Review for MS Agriculture
FA-008-234	Guidelines for Compensation for Substitute Appointments
FA-009-234	Revisions to Policy 1328, Procedures for Reappointment, Tenure, and Promotion and Periodic Evaluation of Probationary Faculty

REFERRALS WITHDRAWN

GE-015-234 Implementation of New GE Learning Outcomes and GE Pattern

SENATE REPORTS FORWARDED TO PRESIDENT: (22)

AS-3054-234-AP	Replacement of Graduate Institutional Learning Outcomes (GILOs) with Institutional Learning Goals (ILGs)
AS-3055-234-AP	Program Review for MS Electrical Engineering
AS-3056-234-AP	New Self-Support Counterpart to the Master of Science in Information Security
AS-3057-234-FA	Policy for Offer of Faculty Tenure on Initial Appointment
AS-3058-234-FA	Review of Policy 1302 Trustee Professor Appointment
AS-3059-234-FA	Review of Policy 1303 Appointment of Volunteer Faculty and Support Staff
AS-3060-234-FA	Review of Policy 1315 Visiting Faculty Appointment
AS-3061-234-FA	Review of Policy 1395 Honoraria
AS-3062-234-GE	MAT 1050 – College Algebra (GE Sub-area B4)
AS-3063-234-GE	MAT 1250 – Introductory Calculus for Business (GE Sub-area B4)
AS-3064-234-GE	MAT 1940 – Mathematical Concepts for Elementary School Teachers (GE Sub-area B4)
AS-3065-234-GE	MAT 1060 – Trigonometry (GE Sub-area B4)
AS-3066-234-GE	MAT 1910 – Survey of Mathematics (GE Sub-area B4)
AS-3067-234-GE	STA 1200 – Statistics with Applications (GE Sub-area B4)
AS-3068-234-GE	IGE 2350 – Rival Empires: Representation and Resistance (GE Sub-area C1)
AS-3069-234-GE	IGE 1100 – Who Am I?: Understanding Ourselves, Our Communities, and Our Worlds (GE Sub-areas A2 and C2)
AS-3070-234-GE	IGE 2250 – The Stranger: Encountering Difference and Creating Coexistence (GE Sub-areas C2 and D1)
AS-3071-234-GE	IGE 3100 – Interdisciplinary Perspectives: Capstone Seminar (GE Interdisciplinary Synthesis C3 or D4)
AS-3072-234-GE	IGE 3200 – Mad Scientists and Aliens: Science and Technology in Popular Culture (GE Synthesis C3)

AS-3073-234-GE	IGE 1200 – Faith, Passion, and Power: The Saga of the Ancient and Medieval Worlds (GE Sub-areas A2 and C2)
AS-3074-234-GE	IGE 3500 – The Creative Process: Innovation and Transformation (GE Interdisciplinary Synthesis C3 or D4)
AS-3075-234-AA	Priority Registration Unit Limit Update

PRESIDENT RESPONSES TO SENATE REPORTS: (2)

AS-3056-234-AP	NEW Self-Support Counterpart to the Master of Science in Informational Security - APPROVED
AS-3075-234-AA	Priority Registration Unit Limit Update - APPROVED

e. ASCSU Report

ASCSU Senator Urey was attending the March Plenary and Committee Meetings, so no_report was given.

f. Budget Report

The Budget Report is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2023-24/03.13.24/24s-budget-report-for-march.pdf>.

Senator Osborn reported that the Budget Committee met with Interim Provost Gomez on February 28, 2024, to discuss the Academic Affairs budget. He added that his written report contains the budget summary provided during the meeting. Senator Osborn commented that if anyone is interested in attending a Budget Committee Meeting with any of the divisions that they have scheduled meetings with to please let him know.

g. CFA Report

CFA Chapter President Dr. Von Glahn reported that the tentative contract agreement has passed, and the hope is to see the pay increase and retroactive pay soon. On April 11, 2024, there will be an all-member meeting at the Kellogg West Conference Center. This meeting will be to talk about next steps since the tentative agreement left a lot of work for future success of bargaining. Dr. Von Glahn commented that somewhere between now and week 14 there will be a march for mental health of students. CFA elections are coming up. The positions are for two-year terms, so if anyone is interested, please contact anyone on the leadership team.

h. ASI Report

The ASI Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/03.13.24/academic-senate-3_13.pdf.

Senator Suzer stated that she is looking forward to a fresh start in terms of how to integrate the student voice into the Academic Senate. ASI Student Government and some students from the

Bronco Advocacy League attended the Cal State Student Association (CSSA) Conference. CSSA is where all student governments from all 23 CSU campuses gather to talk about system wide issues. CSSA, the largest student organization for the largest population of undergraduates in the United States, voted unanimously to support *CSSA Resolution #2024-01, Calling for Ceasefire in the Gaza strip. Condemning Human Rights Violations, War Crimes, and Reaffirming Freedom of Speech and Expression*. Student governments from all twenty-three campuses are calling on your continued support for this effort. CPP Student Government has been in consultation for a similar resolution which should be voted on in the next few weeks.

ASI Vice President Naman Pandadiya remarked that CSSA voted in opposition of *Title 5 Changes to CSU General Education Requirements*. He stated that some of the reasons for voting in opposition are:

- Area E is critical for gaining insight/lifelong learning techniques for first generation students.
- The need for more concrete research and evidence to support the reasoning for changing the existing general education requirements.
- The disagreement between the ASCSU and the Chancellor's Office on this subject makes student governments question the support for Title V changes.

Senator Suzer mentioned that twenty Bronco students attended the California Higher Education Student Summit (CHESS) in Sacramento, California. This was the largest delegation from any of the universities. Students advocated in support of Cal Grant Reform, CSU Multi-Year Compact Agreement, and several assembly bills for CSU, UC, and California Community College students. The CPP group met with all seven district offices. Senator Suzer stated that they were incredibly grateful for the support they received from the Government and External Relations Offices in planning those visits.

i. [Staff Report](#)

The Staff Report is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2023-24/03.13.24/3.13.24-staff-report.pdf>.

Senator Valentine reported that there will be a *Walk and Talk* to the Arabian Horse Center on March 19th, noon to 1:00 p.m. This is a favorite on the campus so do not forget to register.

There is a presentation on Demystifying the ATI/IT Review Process on Wednesday, March 27, at 10:00 a.m. The ATI/IT review process is provided to ensure all campus Information and Communication Technologies (ICT) are reviewed for compliance with accessibility requirements and IT standards.

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

- a. [GE-011-234, IGE 2150 – A Sustainable Tomorrow: From Industrialization to Ethical Environmentalism – SECOND READING](#)

The second reading for GE-011-234, IGE 2150 – A Sustainable Tomorrow: From Industrialization to Ethical Environmentalism, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge011234sr.pdf>.

Senator Aragon presented the report.

M/s to adopt GE-011-234, IGE 2150 – A Sustainable Tomorrow: From Industrialization to Ethical Environmentalism.

Recommendation:

The GE Committee unanimously recommends approval of Referral GE-011-24-34, IGE 2150 – A Sustainable Tomorrow: From Industrialization to Ethical Environmentalism (GE Sub-areas C2 and D1) with the course title being changed to IGE 2150 – A Sustainable Tomorrow: From Industrialization to Environmentalism (the word “ethical” was removed during consultation).

Discussion:

Senator Aragon explained that the Interdisciplinary General Education Program (IGE) is requesting to change the name of IGE 2150 from “Ways of Doing: Culture, Society, Science, and Sustainability” to “A Sustainable Tomorrow: From Industrialization to Ethical Environmentalism” and to remove all pre-requisite requirements for the course. IGE has requested these changes to facilitate enrollment and timely completion of program requirements.

The committee made sure that focusing more directly or completely on sustainability did not raise any concerns, and it did not. There was a concern about the word “ethical” in the title. In consultation with Dr. Haakenson, and the IGE Department, the word “ethical” was removed from the subtitle. The GE Committee has requested the course title be modified to: “A Sustainable Tomorrow: From Industrialization to Environmentalism.”

The motion to adopt GE-011-234, IGE 2150 – A Sustainable Tomorrow: From Industrialization to Ethical Environmentalism, passed unanimously.

b. [AP-003-234, Revision of Policy 1419 on Concurrent Enrollment for Graduate Students – SECOND READING](#)

The first reading of report AP-003-234, Revision of policy 1419 on Concurrent Enrollment for Graduate Students, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap003234sr.pdf>.

Senator Small presented the report.

M/s to adopt AP-003-234, Revision of policy 1419 on Concurrent Enrollment for Graduate Students.

Recommendation:

The Academic Programs Committee recommends that Policy 1419 be revised to state the following:

A student may not enroll for a bachelor's and a master's degree or for two master's degrees concurrently, with the following exceptions:

- 1) A student may enroll in an approved Blended Program that combines a bachelor's and master's program into one single path, or an approved program that combines a bachelor's program and teaching credential into one single path.
- 2) A qualified student may concurrently enroll in a master's program and a teaching credential program.
- 3) A student may concurrently enroll in a master's program and a non-degree certificate program, provided that either both programs are state-support or both programs are self-support. Double counting of courses between the master's program and concurrently enrolled non-degree certificate program shall be allowed. Courses taken while previously enrolled in a different program shall be handled per normal University rules for transfer of credits from one program to another.

Discussion:

Senator Small reported that there have been no comments since the first reading. He explained that it appears that policy 1419 has never been through the shared governance process, so there was a compelling shared governance interest in having this policy examined by a Senate Standing Committee and then approved by the full senate.

The current policy stated that students cannot enroll in bachelor's and master's degrees at the same time, which conflicts with the current policy that allows for blended programs. Currently Cal Poly Pomona has no blended programs, but such programs are envisioned by a number of departments, so at minimum the campus needs a policy that does not interfere with that.

The committee did consider the rationale for disallowing concurrent enrollment in two master's programs. In consultation, most respondents who commented on this issue noted the risks inherent in students taking on two challenging graduate programs simultaneously. On the other hand, a few respondents and committee members noted that there are institutions that offer dual-degree master's programs that combine two master's degrees in complementary disciplines. On this campus there is some interest in developing programs that combine an MBA with a more specialized master's degree in a particular business field.

However, after considerable discussion it was determined that crafting such a policy requires significant further research and should be pursued by people with knowledge of how such programs would operate. Hence, there may be a subsequent referral on that matter in the next year or so.

The committee decided that with the increasing number of non-degree certificate programs on campus, it would be reasonable to extend the allowance for teaching credentials to include all

non-degree certificates. Such programs are less onerous than a master's degree, satisfying the concerns raised by some respondents in consultation. The one stipulation is that a student enrolled in a state-supported master's program should only enroll in state-supported certificate programs, and a student enrolled in a self-supported master's program should only enroll in a self-supported certificate program. Simultaneous enrollment in self-supported and state-supported programs creates considerable challenges for financial aid and other processes.

The motion to adopt AP-003-234, Revision of policy 1419 on Concurrent Enrollment for Graduate Students, passed unanimously.

c. [AP-004-234, Amendment to Blended Programs Policy – FIRST READING](#)

The first reading report for AP-004-234, Amendment to Blended Programs Policy, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap004234fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-004-234, Amendment to Blended Programs Policy.

Recommendation:

The Academic Programs Committee recommends that sections 2 and 3 of Policy 1121 be revised to state the following:

Section 2: STRUCTURE

Blended programs must comply with the following:

- Any Bachelor's and Master's programs that are blended must exist at CPP before proposing a Blended Program.
- Guarantee that the Bachelor's and Master's satisfy all CSU and CPP University requirements.
- Comply with all external accreditation agency requirements when applicable.
- Use the same CIP (HEGIS) codes respectively for the existing Bachelor's and Master's degrees.
- The Bachelor's portion of the Blended Program shall have a minimum of 120 units, and the Master's portion shall have a minimum of 30 units. Departments may, at their discretion, allow up to 12 double-counted units between the Bachelor's and Master's portions of the Blended Program, resulting in a minimum of 138 units for Blended Programs. The double-counted units must be at the 4000 and/or 5000 levels.

Section 3: IMPLEMENTATION

- Students will be admitted to the University as undergraduate students.
- Students shall file a "Change of Objective" petition to their graduate coordinator or designee in order to add a blended objective.
 - Students cannot apply for admission to the graduate portion of a blended program until they have completed a minimum of 90 units towards the degree, and a maximum of 114 units towards the degree. Departments should establish advising

- programs and roadmaps for students who declare an interest in a blended program so they can begin preparing in advance of 90 units.
- To be eligible, students must have a minimum 3.0 GPA in their most recent 60 semester units.
 - Students must have completed all 1000 and 2000 level classes in their Bachelor's program prior to beginning the Blended Program.
 - Departments should develop an appeal procedure for "Change of Objective" denials.
 - Departments can specify additional admissions requirements for their Blended programs.
 - Departments must have a plan in place to offer classes on a schedule that will allow the timely graduation of students in Blended Programs.
 - Per Chancellor's Office Memo AA-2012-01, students who cannot complete the graduate portion of the blended program may revert back to just the undergraduate portion of the program. Departments should determine which (if any) graduate courses are suitable substitutes for upper-division undergraduate degree requirements and make this information available to students and advisors so that they can substitute courses by petition.

Discussion:

Senator Small explained that this is the policy that he was referring to in the discussion on AP-003-234. Policy 1121 governs “blended programs”, programs that combine a bachelor’s and master’s degrees into a single integrated whole, often called “four plus one” or “four plus two” programs. This policy was approved a few years ago and although no such programs exist right now, some departments are thinking of implementing such programs, so it is important to keep the policy up to date and workable.

Since the enactment of Policy 1121, there have been a few changes to wider campus policies, including the ending of the Graduation Writing Test (GWT) and codification of a Chancellor’s Office policy on double counting of units. The AP Committee examined the referral, the existing Policy 1121, and the Chancellor’s Office’s policy on Blended Programs ([http://calstate.policystat.com/policy/12518003/.](http://calstate.policystat.com/policy/12518003/))

The committee made it clear that double counting of units is at the discretion of the department. For example, if a department feels that some of their 4000 level classes are suitable for bachelor’s or master’s students, the sooner they can take that one course, and be adequately prepared for both degrees, that is great. The committee felt that given a variety of different disciplinary considerations, the policy should allow for each program and department to design a blended program that meets their needs. All references to the Graduation Writing Test (GWT) were removed since that no longer exists. In addition, the mention of a “Graduate Program of Studies” contract was removed since that no longer exists in university processes. The committee removed all language barring double-counting of capstones and culminating experiences. There are disciplines in which such double-counting would be completely inappropriate, for accreditation reasons if nothing else. Conversely, there are disciplines in which advanced undergraduates might initiate a project that develops into something suitable for a master’s thesis, and no policy should bar that. Instead, all matters around culminating

experiences and capstones shall be at department discretion, drawing on their disciplinary expertise.

d. [AP-006-234, Program Review for BS and MS in Mathematics – FIRST READING](#)

The first reading report for AP-006-234, Program Review for BS and MS in Mathematics, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap006234fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-006-234, Program Review for BS and MS in Mathematics.

Recommendation:

The Academic Programs Committee commends the Department of Mathematics and Statistics on the successful operation of their BS and MS programs, and for the enormous service teaching load that they shoulder on behalf of the university. The thorough and thoughtful reviews that were prepared highlight issues of critical importance at the department, college, and university level.

Discussion:

Senator Small commented that this program review is like most program reviews on the campus. The external reviews stated that the department is doing most things well. The biggest need, as always for every program on the campus, is more tenure track faculty.

The review team did make specific recommendations for areas of improvement, most of which are local and specific things that the department and dean have already discussed, and for that the committee commends the department for doing a good job.

Senator Small explained that one thing the committee tries to do for each program review is to highlight an issue that might be a bigger concern than the perennial shortage of tenure track faculty. A particularly actionable item concerns enrollment management across Fall and Spring semesters. The department's exceptionally large service component, coupled with a university wide push for all students (including those whose majors do not have math prerequisites for any major courses) to complete their lower division GE B4 mathematics course in their first semester, leads to a thirty percent drop in FTES from Fall to Spring. This enrollment shock makes hiring temporary faculty drastically more difficult as continual employment is not guaranteed, whilst contract process inefficiencies add to the burden. This makes it difficult for the department to bring in and keep good lecturers. If student success depends on having good instructors in the classroom, especially for challenging disciplines with high DFW rates, then it needs to be made easier for this very hard-working department to bring in new faculty and retain the best of them. It ought to be feasible to better balance enrollment by changing roadmaps and encouraging students who only need math and/or statistics for GE but not their major to

postpone mathematics to the Spring semester, concentrating instead on an earlier start in writing intensive courses for the Fall.

Senator Givens thanked Senator Small for highlighting this particularly important issue. She added that some improvements have been made but when she did an analysis a couple of years ago and while FTES from fall to spring dropped 10% campuswide, the Mathematics and Statistics Department FTES dropped by 30%. A drop of that magnitude means the department lost 600 FTES, which is comparable to losing a small department. She appreciates the work that she has done with Interim Provost Gomez and AVP Jessica Wagoner, but it feels like the department is stuck in a difficult situation with the Chancellor's Office policies that encourage students to take their math requirements within the first year.

It was asked if this problem is seen on other CSU campuses. Senator Givens responded that it is seen at most CSU campuses. At the last Math Council meeting, which is the body of all math chairs at all CSU campuses, they discussed this issue. Their recommendation is to request that the Chancellor's Office change their policies to have incoming first-year students complete their math within the first one and a half years.

AVP Jessica Wagoner added that to address the problem, administration is looking at a balanced load for math. Many of the courses for categories III and IV are two semesters of math, so that is a challenge when you have requirements from the Chancellor's Office for students to finish their math within the first year. Non-STEM students are being encouraged to start their math in the second semester so there is not a huge FTES drop between fall and spring.

e. [AP-007-234, Program Review for MS in Computer Science – FIRST READING](#)

The first reading report for AP-007-234, Program Review for MS in Computer Science, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap007234fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-007-234, Program Review for MS in Computer Science.

Recommendation:

The Academic Programs Committee commends the Department of Computer Science for their hard work and fortitude, especially in the delivery of their M.S. in Computer Science program during the COVID-19 crisis. The Department prepared a comprehensive and balanced review that highlights relevant issues affecting the Department, College, and University.

Discussion:

Senator Small commented that once again, this is a program review that indicates a very good program, but as always, there is the need for more tenure track faculty. The department is

working constructively on some of the more specific suggestions. One of which encourages the department to develop some more specialized pathways within the major. This could result in some new option of emphasis program referrals coming to the senate. A much wider concern is that there is a very heavy burden on the graduate program coordinator. In the attempt to alleviate the overwhelming workload for the graduate coordinator, the department is encouraged to hire a dedicated assistant to allay the heavy burden.

f. [AP-009-234, Self-Support MS in Financial Analytics – FIRST READING](#)

The first reading report for AP-009-234, Self-Support MS in Financial Analytics, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap009234fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-009-234, Self-Support MS in Financial Analytics.

Recommendation:

The Academic Programs Committee recommends approval of the new Self-Support Master of Science in Financial Analytics.

Discussion:

The Finance, Real Estate, and Law (FRL) Department in the College of Business Administration currently offers a BS degree option in Finance under the Bachelor of Science in Business Administration. There is high demand for graduate education in finance, especially for graduate programs that are more affordable for students than those offered by UC campuses and private universities in California, and for in-depth quantitative training in data analytics relevant to finance.

When reviewing self-support programs, the AP Committee concentrates on two areas, potential supplanting issues, and the sustainability of the budget.

Regarding supplanting, the courses will be taught as overloads, subject to the usual CSU caps on overload, ensuring that faculty time and effort are not shifted away from existing state-support programs, and will be taught using CPGE facilities. While the mental bandwidth of program faculty is a finite resource that could always be at risk of supplanting, the department chair is aware of this potential issue, and is committed to assigning program faculty no more than one self-support course per academic year, to avoid strain on faculty time and attention.

Finally, the AP Committee reviewed the budget. It is constructed on the assumption that the first cohort will be fifteen students, 75% of the usual target of 20 students. Under these assumptions the program still meets its costs and produces a surplus. The support model for faculty time and program administration is consistent with the usual practices for joint programs between CPGE and CBA. Additionally, the department constructed alternative scenarios in which some students only pursue the program part-time and found that the program would still be sustainable with a

modest increase in total number of participating students. The conservative assumptions here give the AP Committee confidence that this program is sustainable.

The most important factor for sustainability is, of course, the ability to attract sufficient enrollment. The FRL faculty note that the program cost is one-third of the \$80,000 cost of UC competitors. Moreover, most peer programs in the CSU system are not STEM-designated, and hence would be less attractive to international students. These factors give the AP Committee high confidence that the program can attract enough students to be financially sustainable.

Senator Dabas thanked Senator Small for explaining the program. Her concern was since there are so many self-support programs being proposed, and since there is a financial incentive for teaching self-support programs, what is the mechanism for keeping track of faculty teaching in state-side programs and self-support programs?

Senator Small responded that self-support programs are taught as overloads, subject to the usual CSU caps on overload, so faculty will still be carrying their normal twelve-unit teaching load and their three units of service, therefore they will still be doing fifteen units of state-side work. He added that the real question concerns human bandwidth and attention, which are never adequately captured in a spreadsheet. Senator Small commented that there is only one course overload per academic year here, which means they will not be teaching overload every semester, but they will be teaching in their specialty. Department chairs are being mindful of the bandwidth issue.

Dr. Hargis, Interim AVP of Faculty Affairs, added that the overload is included in the 125% cap.

g. [AP-010-234, Self-Support MS in Human Resources Leadership – FIRST READING](#)

The first reading report for AP-010-234, Self-Support MS in Human Resources Leadership, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap010234fr.pdf>.

Senator Small presented the report.

M/s to receive and file AP-010-234, Self-Support MS in Human Resources Leadership.

Recommendation:

The Academic Programs Committee recommends approval of the new Self-Support Master of Science in Human Resources Leadership.

Discussion:

Senator Small commented that in many ways this is like the previous program, but obviously it has different subject matter, and is not STEM eligible. In terms of academic merits, it was developed in consultation with industry partners to meet a need and that should make it attractive to students. The most important factor for sustainability is the ability to attract

sufficient enrollment and the Management and Human Resources faculty note that the program cost is roughly half the cost of USC/Pepperdine competitors.

The AP Committee reviewed the budget. It is constructed on the assumption that the first cohort will be fifteen students, 75% of the usual target of 20 students. Under these assumptions the program still meets its costs and produces a surplus. The support model for faculty time and program administration is consistent with the usual practices for joint programs between CPGE and CBA. Additionally, the department constructed alternative scenarios in which some students only pursue the program part-time and found that the program would still be sustainable over the students' longer horizon to completion. The conservative assumptions here give the AP Committee confidence that this program is sustainable.

As in the previous program, there is a concern of faculty bandwidth and attention, but the department chair is aware of the concern and made it clear that faculty will be teaching only one of these courses each year and the course will be within their specialty. Instructors are going into the classroom with some familiarity regarding what it means to teach these topics at the graduate level.

h. [AA-006-234, Elimination of Blanket Requirements for Mandatory Writing Assignments – FIRST READING](#)

The first reading report for AA-006-234, Elimination of Blanket Requirements for Mandatory Writing Assignments, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/aa006234fr.pdf>.

Senator Aragon presented the report.

M/s to receive and file AA-006-234, Elimination of Blanket Requirements for Mandatory Writing Assignments.

Recommendation:

The Academic Affairs Committee recommends the Senate consider adopting the recommendation that AS-621-867/EPC, "Mandatory Writing Assignments in All Classes" be removed as a curricular requirement, and that the writing requirement in CPP's GE program be removed (AS-2464-145/GE and AS-2230-067/GE).

Discussion:

The justification for this proposal is that all classes are supposed to meet the mandatory writing requirement and all GE classes are supposed to have this meaningful or significant writing requirement, and it is not clear that this is done in all classes. It is also not clear that there is any way to enforce this and make sure that the requirements are being met. The blanket mandates also imply a one-size-fits-all model for writing that undermines programs' intentionality in cultivating student writing. Therefore, this proposal is to eliminate the requirements so that the university can consciously and deliberately decide where there will be

meaningful writing requirements homed in GE and facilitate better scaffolding of writing instruction across the campus.

During consultation, the committee held an additional meeting to cover our concerns with proponents of the referral and discussed initial concerns that faculty and committee members had to this referral. Primarily, the committee was concerned that the removal of the blanket requirement might impact all current GE courses. This is not the case, since the referral would not affect ECOs, and it was decided that a revised proposal should be submitted, clarifying how this referral would remove outdated blanket requirements for new classes while leaving current ECOs intact.

The committee also inquired about the workload for faculty and the GE committee that would be required for this referral. After some discussion, it was made apparent that this would reduce workload for faculty revising or proposing future GE courses, especially given that all GE courses need to be re-certified next academic year. The upcoming recertification process is when faculty and departments may decide to remove or adjust writing SLOs for ECOs.

i. [FA-006-234, Policy 1391: Granting Emeritus Status to Faculty – FIRST READING](#)

The first reading report for FA-006-234, Policy 1391: Granting Emeritus Status to Faculty, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/fa006234fr.pdf>.

The updated policy is located at https://academic.cpp.edu/senate/docs/FA006234fr_1.pdf.

Senator Barding presented the report.

M/s to receive and file FA-006-234, Policy 1391: Granting Emeritus Status to Faculty.

Recommendation:

The Faculty Affairs Committee (FAC) unanimously supports the changes to the policy and recommends adoption of the revised policy.

Discussion:

The process for emeritus appeal is poorly defined. The term appeal has been interpreted in two different ways; one where the emeritus applicant missed the deadline, and the second one is where the department did not vote in favor of an emeritus award. Both resulted in the appeal being addressed by the FAC and the guidelines for the committee were incredibly vague and created some tricky situation that the FAC was not equipped to handle. Because of this, the policy has been updated to address both types of appeals.

Section 4.0 was renamed “Late or Off-Cycle Emeritus Request Process” and defines the process if a department misses the senate-defined deadlines after passing an emeritus request.

The FAC will consider the requests on a case-by-case basis for exceptions to the deadline or if the requested Emeritus resolution be moved to the following academic year.

Section 5.0 was created and is titled the “Appeals” process. The FAC modeled section 5.0 after policy 1207, which defines how investigative processes work for academic misconduct and, after consultation with the Executive Committee, ultimately placed all investigative authority on the EC. Since emeritus privileges are associated with the university, the committee also added language detailing revocation of emeritus status since there may be situation where a retired faculty should no longer be affiliated with the university. This language was added to the new section 5.0.

j. [FA-001-212, Market Salary Increase Policy – FIRST READING](#)

The first reading of FA-001-212, Market Salary Increase, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/fa001212fr.pdf>.

Policy on [Market Salary Increase with track changes](#) is located on Academic Senate website at https://academic.cpp.edu/senate/docs/FA001212fr_1.pdf.

Policy on [Market Salary Increase with track changes accepted](#) is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/FA001212fr_2.pdf.

Senator Barding presented the report.

M/s to receive and file FA-001-212, Market Salary Increase.

Recommendation:

The Faculty Affairs Committee recommends adoption of the proposed policy.

Discussion:

Senator Barding explained that this referral was submitted a couple of years ago and the FAC has been discussing and consulting on the breadth of what a market salary increase (MSI) should mean at Cal Poly Pomona. The committee decided to take the policy currently in place based on the College Bargaining Agreement (CBA) and add some clarifying language on how departments handle the process and what it means for department committees to review. The FAC considered several different resources, including the existing MSI request link and resources from other CSU’s. Specifically, the FAC focused on the review process for MSI requests to ensure as fair, unbiased, and transparent review as possible. The FAC included a statement that all tenured faculty are eligible to serve on the committee and it must have a minimum of three faculty. The purpose of this is to make it a committee with open membership so that faculty are not elected or appointed but volunteer. Additionally, recommendations at all levels and the final decision are supplied to the applicant. In the case of a denial, a written explanation supporting the decision is also to be supplied. The changes made are minimal and

serve to provide a clear and reasonable communication with the applicant, the committee, and the Provost.

k. [EP-002-223, Academic Senate Representation for Part-Time Lecturer Faculty – FIRST READING](#)

The first reading of EP-002-223, Academic Senate Representation for Part-Time Lecturer Faculty, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ep002223fr.pdf>.

Proposed changes to [Policy 121, Academic Senate Constitution, with track changes](#) shown is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/EP002223fr_1.pdf.

[Clean copy of Policy 121, Academic Senate Constitution](#), with proposed changes is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/EP002223fr_2.pdf.

Senator Monemi presented the report.

M/s to receive and file EP-002-223, Academic Senate Representation for Part-Time Lecturer Faculty.

Recommendation:

The elections and procedures committee recommend that:

1. The Academic Senate create two dedicated seats to represent the part-time lecturer faculty.
2. To incentivize part-time lecturers to run for and serve as senator, the Academic Senate office can provide those who serve as a part-time lecturer senator with a letter of recognition and acknowledgement for serving on the Senate. Such letter can be added to the lecturer's PAF (Personnel Action Files) and be used in their periodic evaluation, as well as an element in consideration for rehiring and as an important component for their application packet for tenure hires within their departments.
3. In comparison with the Tenure-line faculty receiving service credit compensation, part-time lecturers need to receive compensation for their time and service in the form of a stipend equal to 3 WTU per academic year.
4. According to this proposal, Article III, Sections 1, 2, 3, 4, 8, 9, 11, and 14 of the Constitution have been changed to reflect this proposal.

Discussion:

This referral seeks to provide two dedicated Academic Senate seats for part-time lecturer faculty. It is estimated that lecturer faculty make up about two-thirds of all teaching faculty by headcount and most of those lecturers are part-time. They are crucial to the instructional operations of the University. They teach many of our high-demand lower-division courses, offer

courses in their specialties, and they contribute in significant ways to our academic departments. As the number of lecturers has grown, the Academic Senate has not adapted to this changing composition of faculty.

The data from 2018 shows that seventeen out of the 23 CSU campuses provide at least one dedicated lecturer seat in their Academic Senate.

The committee created a list of ten related questions and contacted the Academic Senate offices of all the CSU campuses. We received responses from 14 CSU campuses. The questions asked were:

1. Are full-time (FT) lecturers on your campus eligible to serve on the Senate and its committees?
2. Are part-time (PT) lecturers eligible to serve on the Senate?
3. Do you have seats that are dedicated to lecturers only? If so, how many seats? and how they are distributed? (how many seats open to lecturers FT and PT)
4. Clarity on how "dedicated" seats are defined. Are these open to full-time lecturers only or both full-time and part-time lecturers?
5. What model was used for determining the no. of dedicated seats in your campus.
6. Are there defined constituencies that these dedicated seats represent or are they at large? (represent colleges or university, etc.)
7. What kind of compensation does your campus offer (e.g., WTU, stipend, etc.) if any, to lecturers (FT and PT)?
8. In the case of compensation or assigned time, is there are difference between full-time and part-time lecturers.
9. If compensation is monetary, is it a fixed stipend or variable based on base salary?
10. Source for this compensation? (also, where to find the specific compensation policy)

The report provides a summary of the findings.

Based on the data provided, the committee recommends that two Academic Senate seats be made available for part-time lecturers. To encourage participation by part-time lecturers, the committee recommends they receive compensation for their time and service in the form of a stipend equal to 3 WTU per academic year. Plus, a letter of participation that can be added to their Personnel Action File.

Senator Sotoudeh asked why the committee did not recommend one part-time lecturer per college. Senator Monemi responded that the committee did consider that option but decided that it might be hard to justify the funding for more than two part-time seats. In the future, more seats for part-time lecturers can be considered.

Senator Givens asked how the compensation of three WTUs was decided. Senator Monemi responded that this was a series of back-and-forth discussions, but the committee decided that since tenure-track faculty receive three WTUs of compensation for service, it made sense for the part-time faculty to receive the same. Senator Givens added that tenure-track faculty do receive three WTUs for service, but that service encompasses more than the Academic Senate.

Chair Kumar requested that in the interest of time, all comments on this report should be directed to the committee prior to the second reading.

4. New Business

a. Nominations for 2024-25 Academic Senate Chair and Vice Chair

Senator Monemi, Elections and Procedures Chair stated that nominations for the 2024-25 Academic Senate Chair and Vice Chair start today. He read Article III, Section 9 of the constitution which states:

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

- A. Election of the Chair and Vice Chair shall take place during the first regularly scheduled Academic Senate meeting in April (April 10, 2024).
- B. The nomination period of candidates for the offices of Chair and Vice Chair shall commence at the first regularly scheduled March meeting (March 13, 2024) of the Academic Senate. Nominations, in writing, will be accepted in the Academic Senate office until 5:00 pm on the second Wednesday following the first regularly scheduled Academic Senate meeting in March (March 27, 2024). Nominations made after the 5:00 pm deadline shall not be accepted. Candidates shall provide biographical information and a statement of philosophy of shared governance for distribution. This information shall be made available to the electorate.
- C. At the election, candidates for the offices of Chair and Vice Chair shall have the opportunity to present a short statement, not to exceed three minutes.

Senator Monemi opened the floor for nominations for Academic Senate Chair. Chair Rita Kumar was nominated and accepted the nomination. Senator Jonathan Puthoff was nominated, and he accepted the nomination.

Nominations for Vice Chair are Vice Chair Quinn who accepted the nomination and Senator Peter Hanink who also accepted the nomination. Senator Guerrero was nominated for Vice Chair position, but he did not accept the nomination.

Senator Monemi reminded senators that written nominations to senate@cpp.edu will be accepted until March 27, 2024 at 5:00 p.m. Nominations made after the deadline will not be accepted.

b. [Resolution in Support of ASCSU on AB 928 and CSU GE Breadth](#)

The *Resolution in Support of ASCSU on AB 928 and CSU GE Breadth* is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2023-24/03.13.24/resolution-in-support-of-ascsu-on-ab-928-and-csu-ge-breadth.pdf>.

M/s to adopt the *Resolution in Support of ASCSU on AB 928 and CSU GE Breadth*.

Chair Kumar explained that this resolution is time sensitive due to the Board of Trustees meeting schedule from March 24 through 27th. The BOT will be voting on CSU GE Breadth in relation to the new Cal-GETC transfer pathway. The main difference in this pathway would be reduction in GE Area C (Arts and Humanities) and the elimination of GE Area E (Lifelong Learning). There is also a one-unit increase in science laboratory. In January, the ASCSU approved resolutions which opposed any changes to CSU GE Breadth requirements at this time and recommended the retention of transfer routes other than the completion of Cal-GETC. This proposed resolution supports the ASCSU position on AB 928 and reinforces CPP's strong belief in the value of required coursework related to lifelong learning for student experience and arts and humanities. The resolution also underscores that the CPP Academic Senate strongly believes that curriculum design should be under the purview of faculty.

Chair Kumar stated that several CSU campuses have adopted resolutions with similar sentiments.

Senator Suzer reminded the body that CSSA also voted in favor of the ASCSU resolution opposing the GE changes. Students have very mixed feelings about this topic, mainly because there are two opposing discussions, one from the ASCSU and another from the Chancellor's Office. They were concerned that GE Area E is critical for gaining insight and lifelong learning techniques for first-generation students. In addition, they feel that there needs to be more evidence-based research to support the reasoning for changing the existing GE pattern.

The motion to adopt the *Resolution in Support of ASCSU on AB 928 and CSU GE Breadth* passed unanimously.

5. Old Business

- a. [Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crises - SECOND READING](#)

The *Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crisis* is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/02.14.24/resolution_immediate_and_necessary_actions_to_address_campus_crises_11.08.23.pdf.

M/s to table the *Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crisis*.

Senator Sharma stated that her comments are not specifically related to the motion to table the resolution, but more focuses on the inclusive excellence of the campus (a topic mentioned in the resolution). She commented that her heart is heavy with the matter that not only challenges Cal Poly Pomona's mission, but also threatens the very essence that we strive to be pillars of inclusive excellence. This issue is not about the mechanics of running colleges or departments effectively but is much more about exclusion and the cultivation of systems barriers that keep the baton of power within a close circle of familiarity and similarity in some of the STEM colleges. In

some of the colleges a pattern has emerged that causes growing concern, that leadership positions in departments are cultivated within a homogeneous group, perpetuating a cycle of exclusion. Often leadership roles within departments are decided by chairs, and many of them are from the majoritarian group. Also, as you see in the Academic Senate, the issue of exclusion extends beyond departmental leadership into shared governance, where we come together to forge policies and practices that shape our university, exclusionary practices have been observed.

Senator Sharma stated an example where a campaign for committee vacancy was waged based on privilege rather than merit. She stated that this was very disheartening and runs contrary to our collective values. She added that this example is not merely an isolated incident but is symptomatic of a larger issue that undermines the value of inclusion. She invited those in attendance to bear witness to the emotional toll that these practices exact on individuals in the campus community who must confront these barriers.

She explained that her agenda is deeply committed to gender and racial equity, giving a voice to staff, students, and ensuring success for all calls for critical examination of these practices. We offer a prize for rallying cries for women and people of color to lean in, seek mentorship of the specter of imposter syndrome. These individuals with resilience and determination embrace the calls to action striving to create their own place within the frat fabric of the academic community. Yet, despite their earnest efforts, they are met with a system that is quick to offer guidance, but slow to introspect and transform. The system is entrenched in stereotypes and predisposed to lecturing rather than listening, and it fails to fulfill its critical role in the partnership of change.

She stated that she is in awe of all the work that is done in the Academic Senate, but we must stand up to ensure inclusive excellence is being lived on campus.

The motion to table the *Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crisis* passed unanimously.

Chair Kumar noted that the time was 4:53 and made a motion to extend the meeting until 5:10 p.m. The motion received a second and passed unanimously.

6. Discussion

- a. [Instant Access Complete Presentation](#) by Jared Ceja, Executive Director/CEO of Foundation and Suzanne Donnelly, Senior Associate Director for the Bronco Bookstore.

The Instant Access Complete Presentation is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2023-24/03.13.24/iac-academic-senate-update.pdf>.

Jared Ceja introduced himself and Suzanne Donnelly, Senior Associate Director for the Bookstore. The presentation provided is to provide an update on the Instant Access Complete program during its first year in operation.

Instant Access Complete (IAC) program launched in fall 2023 and provided access to all required materials for all classes for a flat fee. The program includes print, digital courseware, and library

materials. Students had the fee posted to their account prior to the start of the semester and they did have the option to opt-out of the program. The IAC also provided more than \$25k in scholarships for those students that did not have enough financial aid funding to cover the program. The average opt-in rate for both fall and spring terms was approximately 77%. When the program was launched, they were hoping for a 75% participation rate based on SDSU's rate of 70% when they launched the program in the previous year.

Mr. Ceja and Ms. Donnelly went over the presentation in detail. One key detail for environmental sustainability is that because the IAC program provides digital materials, between July 1 and December 31, 2023, 351 tons of CO² emissions were removed.

Because of the late time, there was not an opportunity for questions, it was suggested that any questions be directed to the presenters themselves.

Chair Kumar thanked the presenters for their patience and adjourned the meeting.

The March 10, 2024 Academic Senate Meeting adjourned at 5:17 p.m.