Minutes

of the Academic Senate Meeting
September 20, 2023

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

Proxies: Senator Pacleb for Senator Guerrero

GUESTS: A. Baski, S. Coley, Aaron DeRosa, T. Gomez, J. Hargis, N. Hawkes, B.
               Huang, A. Ketsdever, K. Forward, S. Krishnamurthy, C. Santiago-Gonzalez

Academic Senate Chair Kumar welcomed the new College of Letters, Arts, and Social Sciences
Academic Senator, Dewey Hall.

1.   Academic Senate Minutes – August 17, 2023

      The August 17, 2023 Academic Senate minutes are located on the Academic Senate
      website at https://www.cpp.edu/senate/documents/packets/2023-
      24/09.20.23/academic_senate_minutes_08.17.23_posted.pdf.

      M/s/p to approve the minutes from the August 17, 2023 Academic Senate meeting.

2.   Information Items
      a.   Chair's Report

      Chair Kumar welcomed everyone to the first Academic Senate meeting of the 2023-24
      academic year.

      Senators were asked to check their pictures on the *Meet the Senators* page of the
      Academic Senate website. If you have not yet provided a picture or would like to update
      the current picture, please send pictures to senate@cpp.edu.

      Chair Kumar went over Robert's Rules for debate. 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.

The following are the list of standing and elected committee vacancies per constituency:

Constituency	**Committee Vacancies**
Don B. Huntley College of Agriculture	General Education Faculty Development Advisory Committee (term ends 2025)
College of Business Administration	Elections and Procedures General Education University Curriculum Committee (term ends 2026) University RTP Committee (term ends 2025) CRTP (term ends 2026) - ACC, FRL, MHR, TOM departments eligible
College of Letters, Arts, and Social Sciences	Academic Affairs Elections and Procedures Budget Committee (term ends 2025) University Curriculum Committee (term ends 2026) CRTP (term ends 2025) - all departments **except** Psychology and Music eligible
College of Education and Integrative Studies	CRTP - two vacancies (2025, 2026) - ECS, LS, Ed Leadership departments eligible Faculty Development Advisory Committee (term ends 2026) Council for Graduate and Faculty Scholarship (term ends 2025)
Collins College of Hospitality Management	Elections and Procedures Faculty Affairs University Curriculum Committee (term ends 2025)
College of Engineering	Elections and Procedures CRTP (2026) - Aero, CME, EET, IME, ME departments eligible Council for Graduate and Faculty Scholarship (term ends 2025)
College of Environmental Design	Academic Affairs Academic Programs Elections and Procedures Faculty Affairs General Education Academic Senators - two vacancies (2024, 2026) - all departments eligible University Curriculum Committee (term ends 2025) CRTP (2026) - Arch, URP, RS departments eligible
College of Science	Elections and Procedures General Education
Library/Related Areas	Elections and Procedures Council for Graduate and Faculty Scholarship (term ends 2024)

Chair Kumar asked senators to review the list and reach out to their constituents to help get the vacancies filled.

Chair Kumar introduced the new Parliamentarian, Senate Peter Hanink and thanked the outgoing Parliamentarian, Senator Alex Small.

b. President's Report

President Coley thanked senators for engaging in the retreat on August 17, 2023. She stated that the participation, questions, and comments added value to coming together for the retreat and it will allow her and her staff to focus on the issues in this new academic year. She stated that she and her leadership team appreciate the Academic Senate's dedication and engagement and support for students, faculty, and staff.

The summer retreat focused on critical issues facing the university, including the implementation of the Cozen Report, the campus physical master plan, budget planning and campus safety. She stated that she appreciates these types of discussions through the shared governance approach and looks forward to continuing these types of collaborations to advance the vision of the university.

The President announced that *U.S. News & World Report* ranked Cal Poly Pomona the No. 2 Public School in the West and the third best Regional University in the West. This acknowledges the hard work and commitment by faculty and staff to the success of CPP students. Cal Poly Pomona tied as the fourth top performers on Social Mobility in the West, which examined which colleges enrolled and which colleges graduated the largest proportion of students receiving PELL Grants, the size of the student borrower's debt, and the percentage of graduates earning more than high school graduates.

The CSU Board of Trustees (BOT) meeting was held September 10-13, 2023. The Cal Poly Pomona [Dreams of Success video](#) that was shared during the virtual fall convocation, was premiered to the public at the BOT meeting to tremendous accolades. The video shows the journey of three aspiring students. Chair Wenda Fong requested that all 23 campuses, over the course of two (2) years, provide a video giving a glimpse of their campuses. Cal Poly Pomona was given the opportunity for its video to be showcased at the September BOT meeting.

The BOT meeting last week gave the opportunity to thank Interim Chancellor Jolene Koester for her leadership in transitioning to Chancellor Garcia's term which starts in October. Dr. Koester was the President at CSU Northridge from 2000 until 2011. President Coley stated that she looks forward to working with Chancellor Garcia. Dr. García served as president of the American Association of State Colleges and Universities (AASCU) and previously served as president of California State University, Fullerton and California State University, Dominguez Hills.

On September 13, 2023, the California State University Board of Trustees approved a multi-year tuition increase that will go into effect in fall 2024. President Coley commented that the BOT knew how difficult it is moving forward with the increase in tuition, the

increase is essential for the CSU System. If the BOT opted not to increase tuition, it could have resulted in fewer course sections and supportive services, but also longer times to graduation.

Jessica Wagoner, Senior Associate Vice President for Enrollment Management & Services provided an [overview of the tuition increase plan](#) and the impact to students. AVP Wagoner explained that the CSU Board of Trustees approved a multi-year tuition proposal that increases tuition by 6% per year for 5 years. The revenue generated will help narrow the persistent funding gap between the CSU and its cost. The tuition increase will start in fall 2024. For full-time students the total increase for 2024-25 will be $342 for the academic year.

The tuition increase requires that one-third of the systemwide tuition will continue to be returned to financial aid in the form of the State University Grant (SUG). Priorities for the increased tuition revenue include:

- Increasing financial aid through the State University Grant;
- Expanding the work of the Graduation Initiative to support the CSU's broader mission to advance student success and educational equity;
- Providing competitive salaries and benefits to faculty and staff;
- Ensuring safe, modern, and sustainable facilities;
- Expanding academic support, early alert systems, and/or outreach and case management efforts to support student success, retention, persistence, and graduation.
- Expanding high-impact, hands-on practices such as undergraduate research and internships.
- Widening availability of courses and sections to accelerate students' time to degree.

Over 70% of Cal Poly Pomona students receive some form of financial aid. Currently, over 65% of undergraduate students at Cal Poly Pomona have their tuition fee fully covered by the Cal Grant, State University Grant, or a waiver. These students will be unaffected by the increase because the grant will be adjusted for the cost of the increase. Another 1,700 Undergraduate students receive an amount from the CA Middle Class Scholarship (MCS), which is equal to 50% or more of the systemwide tuition fee. It is expected that their MCS would also be increased to offset the impact of the tuition increase.

AVP Wagoner stated that the University will utilize scholarships, including from philanthropic sources, to address student need. They are in the process of reviewing all available scholarship dollars to assure that we are optimizing the amount of scholarship dollars we are awarding to students; we will be working closing with the Deans so that we are able to support student needs with scholarship monies. Still, many students do not apply for financial aid; it is possible some of these students would have qualified for aid if they had applied.

At the same time as the increase to the systemwide tuition fee, several federal and state changes are set to go into effect beginning with the 2024-2025 year, which includes a change to the underlying structure of how student need is determined. The leadership within the financial aid office is currently performing modeling to determine how these changes will impact student need and the financial aid packaging approach at Cal Poly Pomona. Given the significant upcoming changes, it's crucial to simplify communication and offer the necessary support to students. The plans for engaging and communicating to students includes the following:

- Ensure our students file a financial aid application (FAFSA/CADAA) by the priority filing deadline of April 2, 2024. This deadline has been extended due to the changes to the FAFSA. To be considered for the State University Grant or grant funding from the state of California, it is imperative that students file their application by the priority deadline.
- Delivering workshops and video tutorials focused on simplifying the complex financial aid application process. The FAFSA has historically been a very difficult application to navigate. The process can be especially challenging for low-income students, who tend to have fewer academic supports and whose parents are less likely to have been through the college application process. Therefore, it will require sustained proactive work to communicate with students and families to avoid confusion and opt out (self-select) from the financial aid process.
- Guaranteeing timely delivery of financial aid offers to our students and assisting students and their families in understanding and interpreting their financial aid package. We want our students to be able to understand what kind of aid is being offered, what their final out-of-pocket cost will be, and what they will be responsible for paying back over time. Our university is committed to providing students with information that is not only clear and accurate but also in a way that makes the process more transparent and student centric. To deliver on that goal, the Financial Aid Office has recently revamped the Aid Offer Notification and its website to cater to the unique circumstances of each student.
- Encourage students to contact the financial aid office for information and guidance on the various types of aid available and how to maximize eligibility and reduce the risk of exhausting eligibility before completing their degree.
- Providing easy access for submitting financial aid appeals because we acknowledge that our students and their families may have encountered various changes since they initially submitted their financial aid application.
- Connecting our students to the many campus resources needed to succeed (both on and off campus) that can support them through crises, provide advocacy, and offer Basic Needs services, such as the Bronco Care Center.

Cal Poly Pomona joined colleges and universities across the country in celebration of National Hispanic Serving Institutions (HSIs) Week from September 11 through 17, by recognizing and expanding awareness of the vital work and the critical role that HSIs play in providing access and quality education to Latinx and other historically underserved students. As an HSI, it is vital that CPP continues to celebrate individuals, communities and cultures that enrich the campus daily. President Coley encouraged all to find ways to

celebrate this month with your teams and communities to embrace and support LatinX students, faculty, and staff.

President Coley announced that Governor Newsom signed SB 447 which repeals the statewide travel ban. This ends limitations on travel to states for university business, conferences, and competitions. If travel occurs on September 14, 2023, or later, state funds may be used for travel reimbursement.

The search for the Vice President of University Advancement kicked off this month. Dean Margie Jones has agreed to chair the search committee. President Coley thanked the Academic Senate Executive Committee for recommending faculty members to serve on the committee. The search for an Advancement leader is extremely important to the health and stability of the campus. President Coley thanked all for their engagement in the search process. It is anticipated that finalists will be on campus by the end of the fall semester.

President Coley expressed her appreciation for the Conflict Management/Dispute Resolution/Mediation Working Group appointed last fall as the campus is moving towards the establishment of the Office of Conflict Resolution Services and Ombuds. The search for the director will begin in October.

The CSU is committed to implementing the recommendations of the Cozen assessment. The implementation team is active this fall in helping to guide CPP's implementation plan which needs to be submitted to the Chancellor's Office by December 15, 2023. The President urged everyone to familiarize themselves with the report's findings and recommendations. She stated that she is proud of the work that has been done to improve internal processes and protocols regarding Title IX and discrimination, harassment, and retaliation, and is confident that with the resources and intention, the necessary improvements will be advanced. This work is essential to create an environment where all can thrive.

The WSCUC Special Visit is scheduled for October 25-27, 2023. The visit will focus on the progress made by the university in addressing the seven (7) recommendations identified by the commission and is not a comprehensive review of the institution. The final report is located on the WSCUC webpage. President Coley thanked Dr. Keith Forward who is leading the campus preparation and will soon be sharing a confidential email where faculty and staff can provide direct input to the WSCUC team.

c. Provost's Report

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/09.20.23/09_15_23_provosts_report_to_academic_senate_2023-09-20-1.pdf.

Associate Provost Gomez presented the report since Provost Brown was out of the office.

The Academic Affairs Strategic Priorities for the 2023-24 academic year are anchored in the belief that education is a powerful force for positive change, and that even in times of challenges, unity is our strength. The ability to engage in constructive dialogue characterized by mutual respect and appreciation of diverse viewpoints will help guide us through the toughest of times. In the new academic year, Academic Affairs Strategic Priorities will center around;

1. System-wide and presidential initiatives around enrollment and student success.
2. Focusing on investment in polytechnic in faculty, staff, and organizational infrastructure.
3. Growing polytechnic through industry collaborations as well as philanthropic and revenue generating initiatives.

Dr. Gomez stated that there has been a significant change in FAFSA, titled the *FAFSA Simplification Act*. Congress passed this act making it easier for students to apply for federal student aid and ensuring more students can qualify. The *FAFSA Simplification Act* significantly changes the underlying processes and methodologies for determining federal aid eligibility. The *FAFSA Simplification Act* is the most significant change to financial aid in over 40 years, starting with the upcoming 2024-25 aid year. The redesigned FAFSA is expected to launch in December 2023 for the 2024-25 academic year, which is a delay from the typical October 1 release date. Due to this delay, the filling deadline will be extended one month to April 2, 2024. The changes to the FAFSA impact everything related to financial aid. There will be regulatory changes, technology changes, new terminology, and a new financial aid eligibility calculation. These changes will impact many of the campus reports and queries, system modifications, websites, and communications. The Enrollment Management Team is already working on preparing the campus for these changes.

Some of the key changes of the *FAFSA Simplification Act* are:

*   The Expected Family Contribution (EFC) will become the Student Aid Index (SAI).
*   Every student is required to create an FSA ID to access and submit the FAFSA.
*   Everyone whose data is on FAFSA must consent to their information being transferred from the IRS, including non-tax-filers. If there is no consent, there is no eligibility for aid.
*   Household size will be based on people listed on tax return.
*   Student can no longer just enter income information for parents.
*   Aid will be increased for single parents.
*   Expanded access to federal Pell Grants.

There are many other changes, the Office of Financial Aid will begin sending out information in a couple of months. They will also be conducting workshops.

Dr. Gomez took a moment to celebrate faculty who received tenure and were promoted to Associate Professor, and those promoted to full Professor. She thanked the faculty members for their dedication and congratulated all who were promoted on their success.

The campus reached new records in grant proposal submissions and dollars awarded in fiscal year 2022-23, as compared to previous years. Faculty and other Primary Investigators (PIs) submitted 214 proposals last year. The campus received $37 million in awards. There were five (5) grants worth at least one million dollars received, with the largest award being $9.5 million from the USDA National Institute of Food and Agriculture, awarded to Professor David Still. Dr. Gomez thanked Dr. LaMunyon for his leadership in the Office of Research.

d. Vice Chair's Report

Vice Chair Quinn reported.

NEW REFERRALS: (13)

AA-001-234	Review of Policy 1407 Exclusion of Students from Class
AA-002-234	Review of Policy 1416 Taping of Faculty Lectures
AA-003-234	Priority Registration Unit Limit Update
AP-001-234	Replacement of Graduate Institutional Learning Outcomes (GILOs) with Institutional Learning Goals (ILGs)
AP-002-234	Program Review for MS Electrical Engineering
AP-003-234	Review of Policy 1419 Concurrent Enrollment in Postbaccalaureate Programs
AP-004-234	Amendment to the Blended Programs Policy
FA-001-234	Review of Policy 1302 Trustee Professor Appointment
FA-002-234	Review of Policy 1303 Appointment of Volunteer Faculty and Support Staff
FA-003-234	Review of Policy 1305 Joint Teaching Appointments
FA-004-234	Review of Policy 1315 Visiting Faculty Appointment
FA-005-234	Review of Policy 1395 Honoraria
FA-006-234	Review of Policy 1391 Granting Emeritus Status to Faculty

SENATE REPORTS FORWARDED TO PRESIDENT: (0)

PRESIDENT RESPONSES TO SENATE REPORTS: (0)

e. ASCSU Report

The ASCSU Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/09.20.23/ascsureport20230920.pdf.

Senator Urey reported that the ASCSU passed AS-3639-23/AA, Separation and Timing of Title 5 Changes Relating the CSU General Education Breadth and Cal-GETC, to express their concerns about what is to follow the implementation of AB 928, the "single lower division GE pathway" legislation. AB 928 does not address existing CSU GE Breadth, and

faculty are concerned about the intentions of the Chancellor's Office towards existing GE programs as implemented on the 23 campuses.

f. Budget Report

Senator Osborn reported that there is no formal budget report. The first meeting of the semester is scheduled with Foundation representatives for October 11, 2023.

g. CFA Report

The CFA Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/09.20.23/cfa_report_09.20.23.pdf.

CFA Chapter President Von Glahn reported.

The union has left mediation, meaning the mediator stated that the parties were too far apart to continue with mediation. The next stage is fact-finding. Fact-finding is where one person from the CFA, one person from the CSU, and one neutral person come together and discuss the claims that each party is making. The CFA is claiming that the CSU does have enough money to fund the requested compensation. After fact-finding there is a ten-day blackout period where there will be intense pressure on both sides to settle. If it is not settled at that time, the Chancellor's Office will impose its last, best, and final offer, and the CFA could authorize a job action which could include a strike.

h. ASI Report –

There is no ASI representation to date.

i. Staff Report

The Staff Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/09.20.23/09.20.23-staff-report.pdf.

Senator Valentine reported that the *Graduate Resource Center* Grand Opening is tomorrow, Thursday, September 21, from 11:00 a.m. to 1:00 p.m., on the 2nd floor of the University Library. The *Graduate Resource Center* is a dedicated space for graduate students to attend workshops and presentations, network, study, and prep for
 presentations or projects.

Pumpkin Fest opens on September 30 and runs through October 29, 2023. The family-friendly event celebrates its 30th anniversary with 35,000 university-grown pumpkins, live entertainment, and a variety of activities for all to enjoy. Tickets are only available on-line and capacity is limited each day, so it is recommended that you get tickets early.

Open enrollment is happening now through October 13, 2023. There will be some information sessions that you can register to attend.

Cal Poly Pomona celebrates the rich tapestry of histories and cultures of more than 20 Latin American countries during LatinX Heritage Month. Recognized annually across the United States from September 15 to October 15.

3. <u>Academic Senate Committee Reports – Time Certain 3:45 p.m.</u>
   a. <u>AA-008-223, Graduation Writing Assessment Requirement</u> - **SECOND READING**

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

Senator Vallejo presented the report.

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

Recommendation:

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

The Graduate Writing Assessment Requirement (GWAR) Policy Update

CPP's Alternative GWT Committee was formed on August 26, 2020, to address changes to the GWAR policy, EO 665, passed down by the CSU Chancellor's Office in a memo dated March 12, 2020. EO 665 states that students "must demonstrate competence in writing skills through "a 3-semester unit, upper division course." By requiring *coursework* to demonstrate competence, the EO asserts that writing skills are best demonstrated as a process rather than through a single, high-stakes (and often inequitable) benchmarking assignment (exam, portfolio, etc.).

Drafted in 2020 and revised in 2023, CPP's plan calls for the creation of a Writing in the Disciplines (WID) program at CPP. Adopted by nearly half of all CSUs, WID programs recognize written communication not as a generic skill, but as a contextual one where conventions and audience expectations vary by field. By promoting the integration of writing into disciplinary courses, WID programs:
- respect the diversity of academic programs by empowering departments to set field-specific writing expectations;
- advance students' career readiness by preparing them to communicate in their chosen professions;
- and promote CPP's "learn by doing" mission by grounding writing instruction in field-specific work (e.g., reports, memos, business models, grant proposals, etc.).

The proposal below ensures students will be able to meet the GWAR standard and establishes the infrastructure to support faculty and students. To that end, the proposal:
- Eliminates the GWT examination;
- Replaces the Academic Senate GWT Committee with the University Writing Committee;

- And establishes standards, policies, and procedures for GWAR certification, review, and assessment.

Proposal

1. **Graduate Assessment Writing Requirement (GWAR) Policy**. Eligible students will satisfy their GWAR through upper-division coursework in designated writing-intensive courses with a grade of C or higher. All majors must identify, within their curriculum, a way for students to satisfy GWAR. GWAR-certified courses should be offered as part of the curricular requirements of the major or a designated service course; Upper Division GE Synthesis coursework may also be available.
   a. Students are eligible upon completion of 60 semester units per EO 665.
   b. No writing-intensive courses may be designated as such by a major program nor included as a service course in another academic department without that department's approval.
   c. A student's completion of another CSU's upper-division baccalaureate writing requirement with a grade of C or higher shall be transferrable to CPP.

2. **The University Writing Committee (UWC)** will oversee GWAR, replacing the current Academic Senate-appointed GWT Committee.
   a. **Membership**: The UWC shall consist of a Faculty Director or Coordinator with expertise in "Writing in the Disciplines" pedagogy who will serve as committee chair, the Composition Coordinator, one representative from each college, the University Library, a representative from the Office of Academic Programs, and a representative from the Office of Assessment and Program Review. It is recommended the University Writing Center Coordinator be included as well.
   b. **Responsibilities**: The UWC's responsibilities include:
      i. Maintaining and developing GWAR certification standards and promoting best practices for writing instruction.
      ii. Certifying courses as meeting GWAR standards.
      iii. Coordinating with campus partners to advance faculty development, student support, and assessment practices.
      iv. Conducting regular reviews of courses and assessment data to ensure sound, equitable, and consistent practices.
   c. **GWAR Course Application**: Course certification and recertification are run through the UWC.
      i. An academic unit proposing a new course for which certification is sought shall indicate on the proposal form that GWAR certification is requested and concurrently submit a proposal for GWAR certification in the Curriculum Management System (e.g. Curriculog).
      ii. Proposals for GWAR certification of preexisting classes, or recertification, shall be reviewed directly by the UWC and need not be reevaluated by College and University Curricula Committees.
         1. GWAR courses in the GE program must also be reviewed by the GE Committee.
   d. **GWAR Course Review and Recertification**: The Office of Academic Programs shall keep a record of all GWAR-certified courses and recertification timeline. Courses should be recertified either every seven years or in alignment with a department's program review, as appropriate.
      i. If a course changes in a way that it no longer meets the requirements for GWAR certification, the UWC and department should work to restore the

alignment with GWAR standards, or that course's GWAR certification can be revoked. If a course's GWAR certification is revoked, the course can still be offered as a regular course, even if it no longer satisfies GWAR.

3. **GWAR Certification Standards**. For a course to receive certification as a writing-intensive course, it must demonstrate it meets the following minimum standards:

   a. **Eligibility**: Upper Division course with a prerequisite of Junior Standing (60 units of coursework, per EO 665).

   b. **Units**: GWAR must comprise at least 3 units. CPP considers this standard met either through:
      i. a single, 3+ unit course,
      ii. a corequisite course (e.g., a lecture and lab), 3+ units
      iii. or complementary course sequence (for no more than 6 total units).

   c. **Enrollment Constraints**: Student enrollment in GWAR courses should not exceed 28 in 3-4 unit courses and should not exceed 40 in complementary courses. UWC is empowered to grant exceptions.

   d. **Learning outcomes**: The current standard for written communication at CPP was set by faculty through a university-wide consultation process and approved by the Academic Senate in the form of the written communication rubric (2018, rev. 2022). https://www.cpp.edu/assessment/documents/written-communication-rubric.pdf. This rubric identifies the minimum required learning outcomes associated with written communication. Writing assignments in GWAR courses must be assessable using the University rubric or aligned, certified instrument.

   e. **Pedagogical practices**: Disciplines are experts on the conventions and standards expected within their fields and writing instruction pedagogy should be adapted to those criteria. Minimum pedagogical expectations include:
      i. *Amount of Writing*: Students produce at least 4000 words (approximately 7 single-spaced pages/15 double-spaced pages, including substantially revised words) of individually-composed writing.
      ii. *Attention to Writing*: Meaningful time is devoted to instruction in writing through instructor feedback and other strategies (e.g., reviewing assignment expectations, peer review, analyzing audience needs and expectations, discussing disciplinary conventions and style, and embedded tutoring).

   f. **Grading**: GWAR is a CSU-mandated assessment requirement that certifies an individual student meets written communication standards. For that reason, course grades in GWAR-certified courses—which determine whether a student has met that standard—must be meaningfully aligned to a student's individual performance on written communication. Grades assigned to a student's written communication skills (defined by the rubric, which includes but is not limited to grammatical fluency) should constitute a substantial component of the course grade.
      i. Students shall receive credit for having met the requirement upon completion of the academic unit-specific upper-division writing course with a grade of "C" or higher, as long as the course was GWAR certified at the time the student was enrolled, independent of the student's catalog year.

GWAR Certification Standards

GWAR Standard	Description
Upper Division	Course must be a 3000 or 4000 level, prerequisite Junior Standing.
Min. 3-units	Can be a single course, corequisite courses, or complementary courses in sequence.

Enrollment Cap	28 for a single course, 28 in writing-intensive component of a corequisite, or 40 for complementary courses. Exceptions can be made in consultation.
Pedagogy: Amount of Writing	4000 individually-written words, including drafts.
Pedagogy: Writing Instruction	Meaningful time is devoted to instruction in writing through instructor feedback and other strategies (e.g., reviewing assignment expectations, drafting, peer review, analyzing audience needs and expectations, discussing disciplinary conventions and style, embedded tutoring).
Assessment: Learning Outcomes	Writing assignments in GWAR courses must be assessable using the University rubric or aligned, certified instrument.
Assessment: Grading	Grades assigned to a student's written communication skills (defined by the rubric, which includes but is not limited to grammatical fluency) should constitute a substantial component of the course grade.

Discussion:

Senator Vallejo stated that the committee has done quite a bit of work on this proposal. Over Summer 2023 and into Fall 2023, the committee consulted further with Jocelyn Chong (Academic Programs Coordinator), Keith Forward (Interim AVP of Academic Programs), Aaron DeRosa (Interim Faculty Director of Undergraduate Studies and GE), as well as several Department Chairs, and attendees at a third open meeting held on September 18, 2023. Senator Vallejo thanked the committee members and all faculty members who attended the many meetings where this proposal was discussed.

There have been significant changes since the first reading, in sum, the changes were meant to help the language emphasize the collaborative and supportive nature of this policy, and not the policing nature of the policy. Many departments have been concerned that they do not have a class that works immediately for the policy, but it is recognized that the implementation will require a high level of engagement. This policy does not require that every department have a class that meets these requirements right away. There is flexibility for a sequence of classes, pre-requisites, co-requisites, or just one 3-unit class.

Senator Vallejo requested a friendly amendment to the language in paragraph 2, item c. The change is needed to remove the reference to Curriculog in case Cal Poly Pomona adopts a new curriculum management system in the future. The item should read "*Course certification and recertification are run through CPP's curriculum management systems and requires UWC review and approval.*" A bullet should be added that states "GWAR *certification does not supersede GE and UCC approvals.*"

There was a motion and a second to approve the motion by unanimous consent. The motion was adopted.

Senator Vallejo stated that the policy is not meant to deal with implementation of the writing requirement, it sets how the University Writing Committee (UWC), the Center for Faculty Engagement (CAFÉ) and other resources on campus will support the creation of writing intensive courses and approval of the courses. She added that in the open forums, faculty concerns were more about the implementation of the policy rather than the policy.

The following concerns/comments/questions were addressed during the discussion:

- Please clarify how does the 3-unit course work in terms of departmental curriculum. The response was that not every department needs to come up with a course immediately. The UWC will help departments redesign courses to support the writing requirement.

  Dr. Aaron DeRosa added that the policy does allow for flexibility within departments. The Chancellor's Office policy requires that the GWAR be a 3-unit course, this policy is interpreting that requirement as a single 3-plus unit course, a corequisite course (e.g., lecture and lab), or a complementary course sequence for no more than six (6) total units.

- There was a concern raised about the requirement that student enrollment in GWAR courses should not exceed 28 in 3–4-unit courses, and what if a department needs to exceed that requirement. The policy is written to empower the UWC to grant exceptions based on need. There would have to be acknowledgment about pedagogy and methods for students to get the feedback that is needed in a writing intensive class. Senator Vallejo added that thinking about student success, mentorship, and growth as writers must be central to this type of discipline and approach.

  Dr. DeRosa added that the student enrollment limitation is to protect faculty workload in writing intensive courses. But there are ways to supplement the workload through tutoring and peer editing. Granting exceptions would be done through collaborative discussion between the UWC, which has members from every constituency, and the department. The policy put limits on GWAR course enrollment so that it does not creep up year after year, creating more work for faculty.

  AVP Forward commented written communication is not just discussing grammar and mechanics, the written communication rubric has 4 different categories and development of ideas, clarity of argument, providing evidence, etc.; not just grammar. When you think about writing in a discipline, thinking about GWAR being a requirement and essentially thinking about enriching student writing communication at the upper division level, when looking at programs across the board, almost all programs have some assessment of written communication.

- Some departments have obvious candidates to meet the GWAR requirement, but from consultation process there is evidence that upper GE courses could be modified and offered at scale to meet the requirement. If this is the case, then it seems more probable that every student through their major or GE courses can satisfy the requirement. Senator Vallejo responded that it could be a little tricky because of the student-to-faculty ratios (SFRs) and the enrollment caps. Drs. DeRosa and Forward have looked at currently offered GE courses and compiled a list of what courses can be adjusted for this requirement and about 1/5 of the courses available can be adjusted.

  Dr. DeRosa added that the primary goal is to find major courses, secondarily, if that cannot be done, departments would be paired with other departments. Meaning if there is not a course in the major, rather than offloading the requirement to a GE course and hoping that FTES and SFRs work out, the preference is to coordinate with other departments instead of the GE course approach. There will ultimately be GE courses available, but if that is left to chance it could create a

cascading failure that puts pressure on chairs when scheduling classes. The intent is to not have GE Area D4 as the GWAR category, but GE will be a part of the conversation.

- Senator Von Glahn thanked the committee, Dr. Vallejo, Dr. DeRosa, and Dr. Forward for all their work on this proposal. There has been a lot of labor in trying to revise the policy that both straddles the concerns of the administration as well as the concerns of the faculty. He added that he does have a concern that students can theoretically pass a GWAR course with a D but will not have passed the writing portion because the GWAR requires a C. Senator Vallejo responded that if there are enough courses identified as writing intensive designated if a student does not meet the grade requirement for one course they could still take other writing intensive courses without having to retake a class. Also, based on the complications of PeopleSoft and other software in filtering out which requirements are being met, basically if the student passes the class with a C or higher, they would have met the writing intensive requirement of the course, even if the writing assignment portion of the course could have been stronger.

- Understanding that next year is to be used to identify writing intensive course. If a department fails to get courses modified by next year, is there a transitional plan? What is their recourse? Senator Vallejo responded that her understanding of next steps, depending on whether the new policy is approved, would be consulting with departments to determine if there are existing classes that meet the requirements that could be quickly adjusted. There might be some departments that need more time, but that should not be a problem because the UWC will be formed to help with the process. There have also been discussions on how funding could be used to support faculty for workshops, so there would be options for faculty. In addition, there has been no discussion of penalties for not finding a class or needing more time. Dr. DeRosa added that the goal is to make this process as easy as possible. There is a year and a half before this requirement goes into effect. The Faculty Director of Undergraduate Studies and General Education and the UWC are there to help departments during this time. There is the hope to get funding for faculty to revise ECOs as necessary.

- Senator Barding stated that the department of Chemistry and Biochemistry does not have a single class that qualifies at this time, which means there would have to be a fundamental change to the curriculum. He stated that he was curious about partnering with other departments to get the GWAR met, but it feels like that is offloading a problem to another department, and it would mean one less 3-unit major class in Chemistry and Biochemistry. In 18 months how is the department supposed to come up with a new upper division class, which the department does not have the faculty to teach, that will also track with other areas in the curriculum? He stated he is concerned about integration in upper division department level classes and GE courses, and how the department is supposed to separate or merge those. He used the word murky.

  Dr. DeRosa responded that he appreciates the concern, and the committee is trying to make the policy as flexible as possible, but sometimes flexibility creates murkiness because the policy is not as definitive as some faculty may want. The Office of Academic Programs is committed to making this work for every department. Since this is a graduation requirement, the campus does not have a choice about the 3-units, but there is a choice about where the requirement exists,

whether that be in GE, a major course, or an unrestricted elective. There are innovative solutions to help departments.

- What are the limitations to the GWAR? For example, students could not take the Graduation Writing Test (GWT) until they had junior standing, and if they had not taken the test by a certain number of units, a hold was placed on their accounts. Senator Vallejo responded that there are no restrictions on when a student can satisfy the GWAR. The purpose of the requirement, being a graduation assessment, means that it happens close to graduation, but the policy does not define when that is. The problem with the GWT was that students could fail it multiple times, but they did not get the help and mentorship they needed to be successful. Ideally, this implementation of the requirement would make students become better writers.

- The new policy removes the graduation writing requirement for graduate students.

- Senator Givens stated that it is hard to find one course in the Mathematics and Statistics Department that meets all the requirements, and they are struggling with how they can align the curriculum with the policy. The department has a writing class, but it is meant for juniors and sometimes sophomores take the class so that negates the fact that the policy would like this requirement satisfied closer to graduation. Senator Givens echoed other concerns about the timeline and murkiness. Senator Vallejo responded that there could be two options, 1) students who are not at junior standing could petition to take the class at an appropriate time for where they are in their major; and 2) there could be a sequence of classes that would cover the requirements in the policy.

  Dr. DeRosa stated with sequence courses, there is flexibility to what that looks like. For example, a sequence between a 3000-level course and a capstone course is a perfectly legitimate approach to the GWAR. Sequencing courses may get murky but also creates more flexibility because now there is less writing in an individual class because it is paired with another course, which means the course caps could go up if that is something the department is interested in.

- What is the rationale for the enrollment cap requirements of 28 for a single course, 28 in writing-intensive component of a corequisite, or 40 for complementary courses. Those course caps are more than the campus-wide and system-wide SFRs. Dr. DeRosa answered that across the CSU the enrollment cap for GWAR courses is 25 to 28. The initial proposal had the cap at 25 and there were concerns that that was too low, and a cap of 30 was suggested. The committee split the difference and made it 28. There is only one other CSU with an enrollment cap of 30.

Chair Kumar called for the question.

The motion to adopt AA-008-223, Graduation Writing Assessment Requirement, passed with two (2) NOs and six (6) abstentions.

b. AP-008-223, New Self-Support Computer Science Global Access Certificate – **FIRST READING**

The first reading report for AP-008-223, New Self-Support Computer Science Global Access Certificate, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap008223fr.pdf.

Senator Small presented the report.

M/s to receive and file AP-008-223, New Self-Support Computer Science Global Access Certificate.

Recommendation:

The Academic Programs Committee recommends approval of the Global Access Certificate Program in Computer Science.

Discussion:

This program aims to create learning opportunities for students and professionals with a computer science background to extend their computer science knowledge and expand their career opportunities through the focused educational program. Program participants will also benefit from the program in getting prepared for admission to the graduate program in computer science at CPP or other institutions. The program is designed for both domestic and international students.

This is a one-year program and will be administered by CPGE as a self-support program. All courses would be taught by faculty as compensated overload.

This certificate program will be important in serving the need of students wanting to get better prepared for careers in computer and information technologies, as well as ensuring the workforce is ready for the increased demand in this field.

President Coley asked if CPP alumni would be able to take this certificate program. Senator Small responded yes.

c.   AP-009-223, New State-Support Master of Science in Statistics and Applied Mathematics with a Statistics Option and an Applied Mathematics Option – **FIRST READING**

The first reading report for AP-009-223, New State-Support Master of Science is Statistics and Applied Mathematics with a Statistics Option and an Applied Mathematics Option, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap009223fr.pdf.

Senator Small presented the report.

M/s to receive and file AP-009-223, State-Support Master of Science is Statistics and Applied Mathematics with a Statistics Option and an Applied Mathematics Option.

Recommendation:

The Academic Programs Committee sees the value in this new program and recommends approval of the MS in Statistics and Applied Mathematics with a Statistics Option and an Applied Mathematics Option.

Discussion:

The College of Science has had a longstanding Master of Science in Mathematics with four emphases in Pure Math, Math Education, Applied Math, or Statistics, with only one core course in common. In response to EO 1071, which requires that programs have 51% of courses in common, the department decided to restructure into two degrees. A revised MS in Mathematics with fewer emphases and a new MS program in Statistics and Applied Mathematics; this proposal is for the MS in Statistics and Applied Mathematics. Not only does this allow specialization in the curriculum between the core classes of each degree, but it will likely result in different admission requirements for each program that better targets students interested in these fields.

d.   [AP-011-223, New Minor in Global Humanities – **FIRST READING**](#)

The first reading report for AP-001-223, New Minor in Global Humanities, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap011223fr.pdf.

Senator Small presented the report.

M/s to receive and file AP-011-223, New Minor in Global Humanities.

Recommendation:

The Academic Programs Committee recommends approval of the Minor in Global Humanities.

Discussion:

The proposed interdisciplinary Minor in Global Humanities from the Liberal Studies Department is open to all undergraduates in any major at California State Polytechnic University, Pomona. The minor program has the following goals: 1) to prepare students to become global citizens in an increasingly interdependent and multicultural world; and 2) to train students to employ interdisciplinary methods and multiple cultural perspectives to analyze shared global issues.

There was a concern raised that not every department that offers Humanities courses is listed in the proposal. How can additional departments have their courses offered for this minor? The authors are hoping that the course list can include more courses. The addition of courses can be done through the regular curriculum development process.

4. <u>New Business</u>
    None

5. <u>Old Business</u>
    None

6. <u>Discussion</u>
    None

The September 20, 2023 Academic Senate Meeting adjourned at 5:01 p.m.