

California State Polytechnic University, Pomona

Academic Senate Resolution of Immediate and Necessary Actions to Address Urgent Campus Crises

WHEREAS, the foundation of a successful university relies on effective shared governance, transparent communication, inclusivity, and ethical and stable leadership to uphold its academic mission and values; and

WHEREAS, the Academic Senate of California State Polytechnic University, Pomona is committed to the principles of shared governance, ensuring that faculty, staff, and administrators collaborate in making decisions that impact the academic institution; and

WHEREAS, the University President, Soraya M. Coley, and other university administrators, have not adequately participated in shared governance as required by the university policy in the Academic Manual, leading to a breakdown in trust and communication; and

WHEREAS, during the University President's tenure, enrollment increased by 13.38 percent, tenure density on campus dropped by 9.27 percent, while being given a campus budget increase of 67.55 percent, thereby severely undermining academic excellence and student success; and

WHEREAS, the University President, Soraya M. Coley, continued to increase the number of interim management positions on campus while pursuing continual organizational restructuring, failing to develop and implement a sustainable approach to fill those interim leadership positions or maintain organizational stability, thereby undermining a comprehensive campus communication strategy that establishes clarity of purpose within the university; and

WHEREAS, the University continues to experience uncertainty, instability and tumult surrounding faculty and staff receiving timely compensation, faculty and staff receiving contractually obligated pay increases, management and stewardship of financial resources, the implementation of systemwide changes in General Education and the Ethnic Studies Requirement, excessive workload, racial aggressions and marginalization across campus; thereby fostering uncertainty, discontent, and low morale among the university's stakeholders; and

WHEREAS, it is the responsibility of the Academic Senate to safeguard the principles of shared governance and the academic integrity of the university; and

WHEREAS, it is essential to address these concerns and take concrete steps to restore collaboration, transparency, and trust to the vitality of our academic institution and its mission;

THEREFORE, BE IT RESOLVED, that the Academic Senate of California State Polytechnic University, Pomona calls upon the university administration, including the President Soraya M. Coley, to recommit to the principles of shared governance, and to actively work toward fostering an environment of mutual respect and transparency; and

THEREFORE, BE IT RESOLVED, that the Academic Senate of the California State Polytechnic University, Pomona requests university administration take immediate, specific, and verifiable actions to address the following issues:

1. Shared Governance:
 - a. Cabinet-level administrators make a regular, documented effort to consult with faculty and staff on areas of concern with regular, detailed communication but by also establishing rapport with faculty and staff leaders across campus.
 - b. Provide training plans and regular coaching for administrators to help foster appropriate and professional communication and management styles.
 - c. Develop divisional communication plans where division heads engage with the campus community, and have regular, established lines of communication to the Academic Senate, department chairs, staff, Deans, and Associate Deans.
 - d. Provide a yearly report to the Academic Senate, summarizing how cabinet-level administrators achieved these efforts.
2. Faculty Compensation:
 - a. Ensure that all faculty members and staff are paid accurately and on time, with special attention to addressing any discrepancies or delays in payment.
 - b. Reimburse faculty for expenses and time incurred because of discrepancies or delays in payment.
 - c. Establish a dedicated task force, consisting of faculty representatives and administrative personnel, to review the current payroll processes and recommend improvements.
3. Tenure-Track Faculty Hires:
 - a. Develop a multi-year plan to increase the number of tenure-track faculty hires over time, with the goal of increasing tenure density each year by 2%. This plan is to have data specifying anticipated changes in enrollment, in addition to student-to-faculty ratio by department, including specific hiring plans to improve the counselor-to-student ratio and librarian-to-student ratio.
 - b. Publish this multi-year plan on the university website.
 - c. Update this plan at least every three years.
 - d. By February 1, 2024, provide the university community with the number of tenure-track hires for the following academic year, along with a clear and transparent process for departments to apply for those hires.
 - e. Create a process for faculty to submit search packages for hires, beginning in April, for hires in the following academic year.
 - f. Provide a progress report on tenure track faculty hiring efforts at the end of each academic year, detailing the number of hires and improvement in tenure density.
 - g. Publish this yearly progress report on the university website.
 - h. Create a campus mentoring and training program for lecturers to prepare and apply for tenure-track positions on campus.
 - i. Provide individualized reports for Deans, Associate Deans, and department chairs to identify how tenure-track hiring displaces work for lecturers, encouraging departments to communicate with lecturers as tenure density increases.

4. Administrator Accountability:
 - a. Provide a complete list totaling the number of MPP positions across campus, complete with information about classification level, job description, and last hiring date of each individual position.
 - b. Within this list, identify which MPP positions are interims and the length of the interim appointment.
 - c. Publish this list, to be updated quarterly, on the university website. The website shall also post the date on which the list was last updated.
 - d. Provide a yearly report to the Academic Senate about organizational restructuring efforts to have taken place during the academic year. The report should include specific information about the creation of new offices, new MPP positions, and the direction and vision associated with such decisions.
 - e. Publish this report on the university website.
 - f. To ensure principles of fairness and due process are upheld, create a well-defined complaint process for faculty and staff to formally document, address, and resolve concerns of professional misconduct and violations of ethical standards by administrators. This process should have separate pathways for formally and informally handling complaints, depending on the level of concern.
 - g. Work with the faculty and staff unions to ensure the complaint process is free of retaliation but also works to achieve meaningful outcomes.
 - h. Provide a yearly report to the Academic Senate on improvements made in Facilities Planning and Management, including long-term planning for capital improvement needs and projects. This report should specifically address the needs for faculty office space, providing adequate space for all lecturer faculty on campus.
 - i. Publish this report on the university website.
 - j. Provide transparency on resources committed to and outcomes achieved from exercises such as rebranding, campus master planning (including for the 302 acre Lanterman CPP South campus), outreach, development, strategic planning, etc.
 - k. Complete the work undertaken as a result of the Cozen O'Connor report, including changes in the Title IX, OEC, and Ombuds Offices. Provide a yearly report to the Academic Senate about improvements on campus protections and policies surrounding gender equity and sexual misconduct, discrimination, harassment, and retaliation.
5. Staff Hiring and Coverage:
 - a. Ensure that staff members are hired in a timely manner, across both the Provost's Office and HR/EODA, to meet the operational needs of the university, with a particular focus on critical areas such as administrative support, facilities, and academic services.
 - b. In each individual college, establish a clear path and process for academic support staff to apply for reclassification and salary raises.
 - c. Publish information about this process on each college website, with clear directions for staff to apply for reclassifications and salary raises.
 - d. Create a consultative process with individual academic departments to assess immediate hiring needs to deal with excessive workload.
 - e. Fund academic departments at adequate levels to be able to immediately hire staff to maintain existing workload.
 - f. Provide a college-level report of how Deans support these efforts, including professional development of staff, and the upward trajectory for staff within the college.
 - g. Establish a university-level system for tracking staffing needs, hiring processes, and coverage, and provide quarterly updates to the Faculty Senate to monitor improvements.
6. Workload:
 - a. Create divisional task forces, including faculty representation and administrative personnel, that review the excessive paperwork and processes involved with curriculum development, sponsored research, information technology, program assessment, travel, accounting, financial services, and other relevant university systems.
 - b. Undertake specific actions to streamline such processes, with divisions reporting yearly on how they have achieved these efforts.
 - c. Provide the University Teacher-Scholar applications to faculty no later than by the end of fall semester. Provide a short, standardized application process, across colleges, that specifically seeks to define the baseline need to adequately fund the Teacher-Scholar program for the entire university.
 - d. Increase funding for the University Teacher-Scholar program.
 - e. Increase funding for the Exceptional Service to Students Award.
 - f. Guarantee 6 WTU of reassigned time for faculty serving as chairs of Academic Senate standing committees in each academic year.
 - g. Guarantee funding of sabbatical applications beyond the minimum requirement specified in the bargaining agreement, if not a pledge to fund all meritorious sabbatical applications submitted each academic year.
7. Inclusive Excellence:
 - a. Create a process for faculty to lead the implementation of the Ethnic Studies Requirement and Ethnic Studies Cluster Hires, centering the Ethnic Studies Department in these processes.
 - b. Adequately fund the Ethnic Studies Department to appropriately oversee responsibilities for the Ethnic Studies Requirement, guaranteeing reassigned time and faculty hires for a period of the next five years.
 - c. Provide a report to the Ethnic Studies Department about Area F funding and guarantee a minimum amount of funding be directed to the Ethnic Studies Department.
 - d. Create a well-defined complaint process for faculty, staff, and students to formally document, address, and resolve aggressions against marginalized groups. This process should have separate pathways for formally and informally handling complaints, depending on the level of concern.
 - e. Work with student groups, faculty union, and staff union to ensure the complaint process is free of retaliation but also works to achieve meaningful outcomes.
 - f. Create campus-wide programming to support members from historically marginalized groups, including ways to enhance the identity of the university as the only polytechnic Hispanic Serving Institution in the system.
8. General Education:
 - a. Create a process for faculty to lead the conversation about system-wide General Education.
 - b. Guarantee reassigned time funding for faculty leading the conversation about system-wide General Education.

- c. Publish reports on the funding and enrollment of General Education courses, based on individual areas of General Education, with the purpose of identifying how shifts in General Education will displace work in academic departments.
 - d. Guarantee additional funding to academic departments affected by any shifts in General Education that transform or change the ability of departments to offer their curriculum programs. This funding should be meant to guide the department in a period of transition with additional, programmatic support from administrators.
9. Department Chair Support:
- a. Provide all department chairs with a transparent strategy of establishing equitable amounts of reassigned time, across colleges and departments.
 - b. For department chairs with majors and programs that exceed 200 undergraduate and graduate students, guarantee 6 WTU of reassigned time for an associate chair in the department in each academic year.
 - c. Ensure that all academic departments across campus have tenure-density above 50 percent. For departments under 50 percent, they are to automatically be awarded multiple tenure lines each year to achieve at least 50 percent.
 - d. Establish a system for tracking reassigned time in departments with regular reporting mechanisms to administrators, faculty, and staff.
 - e. Develop a multi-year budget to fund both operating and instruction expenses for academic departments.
 - f. In the multi-year budget, guarantee basic operating, professional development, and lecturer budgets for each academic department. Efforts should be documented to ensure that these budgets are made equitable across departments and colleges.
 - g. Publish the multi-year budget and associated rationale on individual college websites.
 - h. Guarantee 12 WTU of reassigned time for the chair of the University Council of Chairs in each academic year.
 - i. Establish a mentoring program for department chairs across campus, connecting newer chairs with senior colleagues, including administrators across campus.
 - j. Regularly provide scheduled, optional workshops and Canvas modules for new chair training, conflict management, scheduling, finance, managing lecturers, while providing an established mechanism for chairs to request training on new topics.
10. Morale:
- a. Develop tangible outcomes to work on encouraging the improvement of community amongst faculty, staff, students, and administrators.
 - b. Openly acknowledge that transformation of the educational landscape has created new demands on faculty, staff, and students, many of which are detailed in this resolution—and that many of these demands are untenable unless the university is adequately funded and supported.
 - c. Acknowledge that the university, while accountable to the California State University system, has its own unique challenges that need to be addressed before continuing to increase enrollment on the Pomona campus.
 - d. Develop a targeted effort that includes faculty, staff, and students to lobby the Board of Trustees, Chancellor’s Office, and the California State Legislature to adequately fund the university’s polytechnic mission with yearly meetings to the Chancellor’s Office and state capitol, meeting with our elected officials and the chairs of the California Education Assembly and Senate committee.
 - e. Regularly communicate with students, staff, and faculty in open, transparent dialogue with the intent of establishing rapport and meaningful relationships with university stakeholders.

BE IT FURTHER RESOLVED, that the Academic Senate of California State Polytechnic University, Pomona will work collaboratively with the Board of Trustees, CSU Chancellor Mildred Garcia, and university stakeholders to restore and reinforce the principles of shared governance, transparency, and stability in university leadership, but calls upon the Board of Trustees and Chancellor Mildred Garcia, in light of issues addressed in this resolution, to support the university’s efforts to fix the issues identified in this resolution.

BE IT FURTHER RESOLVED, that the Academic Senate of California State Polytechnic University, Pomona requests that the university administration provide a written report before the April 10, 2024 meeting that addresses the progress made in addressing each of the above-mentioned issues, and each semester beyond this academic year.

BE IT FURTHER RESOLVED, that the Academic Senate of California State Polytechnic University, Pomona will actively engage in oversight to ensure that the principles of shared governance are upheld, and if that the actionable measures outlined in this resolution are not effectively implemented, maintains the authority to consider and take additional action.

This resolution shall take effect immediately upon its passage by the Academic Senate.

California State Polytechnic University, Pomona
University Academic Senate, 2023-2024

References

- [CSU fact book 2014-2015](#)
- [CSU fact book 2021-2022](#)
- [CSU fact book 2022-2023](#)
- [CSU tenure density report 2013-2022](#)

	2014	2021	2022	Percentage Change
Enrollment (fall)	23,966	29,103	27,173	13.38%
Tenure Density	58.2%	51.3%	52.8%	-9.27%
Campus Budget (fall)	\$220,769,000	\$367,175,000	\$369,891,000	67.55%