Minutes

of the Academic Senate Meeting
April 10, 2024

PRESENT: Adams, Aragon, Barding, Blumenfeld, Chase, Dabas, Fallah Fini,
Gekara, Givens, Guerrero, Hall, Hanink, Hoikkala, Husain, Kumar,
Monemi, Moore, Osborn, Pacleb, Puthoff, Quinn, Sharma, Shen, Urey,
Valentine, Wachs, Welke, Yoo

Proxies: Chair Kumar for Senator Myers, Senator Givens for Senator Small, Vice
Chair Quinn for Senator Roy, Senator Urey for Senator Vallejo, Senator
Fallah-Fini for Senator Gad

Absent: Senator Guthrie, Senator Sotoudeh, Senator Suzer

GUESTS: A. Baski, J. Chong, A. DeRosa, T. Gomez, J. Hargis, N. Hawkes, C.
LaMunyon, S. Oldak, C. Pickett, B. Quillain, C. Santiago-Gonzalez, M.
Sancho-Madriz, J. Wagoner

Chair Kumar called the meeting to order by welcoming the senators and all guests. She
introduced the new ASCSU Senator, Faye Wachs.

1.   Academic Senate Minutes – March 13, 2024

The March 13, 2024 Academic Senate Meeting minutes are located on the Academic
Senate website at https://www.cpp.edu/senate/documents/packets/2023-
24/04.10.24/academic_senate_minutes_03.13.24_posted.pdf.

M/s/p to approve the minutes from the March 13, 2024 Academic Senate Meeting.

2.   Information Items
a. Chair's Report

Chair Kumar commented that On March 27th, the CSU Board of Trustees approved
changes to *Title 5 CSU General Education* requirements, these changes are also known
as Cal-GETC. As a result, the Chancellor's Office has begun the process of updating the
General Education policy and has asked for input with a quick turnaround. Chair Kumar
mentioned that Campus Senate Chairs are trying to navigate this situation and voicing
concerns over the timeline requested to update the GE policy.

b. President's Report

President Coley was not in attendance, she was in Washington D.C,

c.   Provost's Report

The Provost's Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/04.10.24/provosts_report_to_academic_senate_2024.04.10.pdf.

Interim Provost Gonzalez announced the 2023-24 *Provost's Awards for Excellence*. The 2023-24 recipients are:

- Excellence in Scholarly and Creative Activities
  Dr. Linchi Kwok
  Professor, Collins College of Hospitality Management
- Excellence in Service
  Dr. Mary Kunmi Yu Danico
  Professor of Sociology, College of Letters, Arts, and Social Sciences
- Excellence in Teaching
  Dr. Juanita K. Jellyman
  Associate Professor of Biological Sciences, College of Science

Dr. Gomez provided the following details on *Research and Innovation – Intermural Grants:*

- Research, Scholarship, and Creative Activity (RSCA) Faculty Mini-grants
  - Sixty-five applications were received
  - Eighteen awards will be made for $5,000 - $10,000
- Provost's Teacher-Scholar Program
  - 139 applications received
  - 121 awards will be announced (up to 3 WTU of equivalent funds)
- Strategic Interdisciplinary Research Grant Program
  - Ten applications received
  - Expected to make three to five awards of $15,000 to $25,000 each, for a total of $75,000

Provost Gomez stated that it is the time of year for the *Outstanding Faculty Advisor Awards*. The 2023-24 Outstanding Advisor Awards Ceremony will be held on Tuesday, April 23, 2024, from 3:00 to 5:00 p.m. in URSA Major. Outstanding Staff, Programs, & Partners Advisors are also recognized at the ceremony.

Dr. Gomez commented that as previously mentioned, the CSU Board of Trustees approved the update to Title 5 to align lower division CSU general education with Cal-GETC. A draft of the updated CSU General Education Policy has been shared with campuses for feedback by April 19, 2024. After the GE Policy has been updated and distributed to all campuses, Cal Poly Pomona will have to align the new GE Learning Outcomes with the updated policy. The new GE pattern will be implemented in fall 2025.

Governor Newsom signed legislation that extends the filing deadline for financial aid from April 2 to May 2, 2024. This new deadline aims to increase FAFSA completion and college access to students who need financial assistance. This has the potential of having

a profound impact on incoming students. Students need to complete the FAFSA or California Dream Act application by May 2nd to be considered for Cal Grants, Middle Class Scholarships, and the State University Grant (SUG) in the 2024-25 academic year.

Provost Gomez shared that the Office of Student Success in partnership with Enrollment Management Services and Information Technology has launched the new Schedule Builder tool. The new digital Academic Planner will be available for incoming students in June and for continuing students in October. These tools will facilitate academic planning for both students and academic advisors. The Schedule Builder provides a wide variety of schedules based on course selection, seat availability, and student's selected preferences. The Academic Planner provides students with a dynamic graduation plan using their Degree Progress Report and department roadmaps. These tools will provide academic leadership with short and long-term course demand information.

The *Equity in Practice Symposium* will be on Friday, April 19, 2024, from 8:00 a.m. to 3:30 p.m. at the Kellogg West Conference Center. This event is hosted by the Center for the Advancement of Faculty Excellence (CAFE) and the Office of Student Success, and Institutional Research, Planning, and Analytics (IRPA). The goal of the symposium is to illuminate and amplify effective practices for student success, using data to inform our work and to spread the word about campus resources.

There was a question about college deans contributing to the amount funded for the Provost's Teacher-Scholar Awards and if there is the possibility of increasing those awards in the future, so the burden does not fall on the colleges. Provost Gomez responded that the base awards were increased from $500,000 to $750,000, and to make it to $850,000 a couple of colleges contributed to the award. She added that she doubts the division will fund $850,000 in the future, but there is a possibility that one-time funding can be redirected.

d. [Vice Chair's Report](#)

NEW REFERRALS: (3)

AP-027-234   Program Review BA Philosophy
AP-028-234   NEW Self-Support Civil Engineering Transportation Engineering Option Global Access Certificate
AP-029-234   New Self-Support Artificial Intelligence Technology in Business Certificate

SENATE REPORTS FORWARDED TO PRESIDENT: (3)

AS-3076-234-AP   IGE 2150 – A Sustainable Tomorrow: From Industrialization to Ethical Environmentalism (GE Sub-areas C2 and D1)
AS-3077-234-GE   Review of Policy 1419 Concurrent Enrollment in Postbaccalaureate Programs
AS-3078-223-EP   Re-Evaluate Process for Selecting Staff Senator

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/2023-24/04.10.24/ascsureport20240410.pdf.

Senator Urey reported that in the interest of time she referred the body to the written report. Part of the report includes a recap of the discussions at the ASCSU meeting on March 13 – 15, 2024. Senator Urey mentioned that several ASCSU Executive Committee members, including herself, attended the Board of Trustees (BOT) meeting where the BOT voted on changes to Title 5 that will make the Cal-GETC GE Pattern the pattern for all CSU students starting in fall 2025.

Senator Urey added that at the ASCSU Meeting, Hayley Schwartzkopf, who will serve as the Associate Vice Chancellor for Civil Rights Programming and Services, outlined the work ahead in fixing the system's broken civil rights protections, covering both Title VI and Title IX protected rights. Senator Urey was impressed by her and stated that she seemed like a very refreshing voice on the subject.

The ASCSU approved a change to the ASCSU constitution that adds three designated seats for temporary faculty. This change would create a lecturer senator electoral college with one lecturer senator elected from each campus, and three of those elected to ASCSU and serve a three-year term, and the campuses would rotate representation.

Senator Monemi commented that the ASCSU Report shows that because of reapportionment, CSU San Francisco lost a seat and Cal Poly San Luis Obispo gained a seat, going from two to three. How does Cal Poly Pomona compare? Senator Urey responded that the CSUs with the seven highest FTEF numbers have three senators and the rest have two. Cal Poly Pomona FTEF has increased over the last few years, but it is still number eleven in the system.

f. Budget Report

Senator Osborn stated that he does not have a report but mentioned that the Budget Committee is meeting with the Office of Student Affairs on May 1st and if anyone is interested in attending, please contact him.

g. [CFA Report](#)

The CFA Report is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/04.10.24/cfa_report.pdf.

CFA President Von Glahn announced that there is an all-member lunch meeting on Thursday, April 11, from 11:30 a.m. to 1:00 p.m. at the Kellogg West Conference Center. He added that registration is still open. All members are invited to ask questions about the

new contract revisions, including expansion of parental leave, raises, strike debrief, and the potential impacts of Cal-GETC GE pattern.

    h.   <u>ASI Report</u>

No report was presented.

    i.   <u>Staff Report</u>

No report was presented.

3.   <u>Academic Senate Committee Reports – Time Certain 3:45 p.m.</u>

    a. [AP-004-234, Amendment to Blended Programs Policy – **SECOND READING**](#)

The second 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/ap004234sr.pdf.

Senator Welke presented the report.

M/s to adopt 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, and both programs must be under the same support model, either both state-supported or both self-supported.
- 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 Welke commented that this is quite technical, but straightforward. The Chancellor's Office has codified the policy on blended programs, which are often referred to as "4+1" programs. The new policy puts a cap on double-counting units to be in line with the Chancellor's Office policy and removes obsolete references. The committee moved all references to the GWT and the language barring double-counting of capstones and culminating experiences.

Since the first reading there has been one minor change to the proposed policy, a statement that any Bachelor's and Master's programs that are blended must be under the same support model, both state-supported or both self-supported.

The motion to adopt AP-004-234, Amendment to Blended Programs Policy, passed unanimously.

b. AP-006-234, Program Review for BS and MS in Mathematics – **SECOND READING**

The second 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/ap006234sr.pdf.

Senator Welke presented the report.

M/s to adopt 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:

Both external and internal reviewers were highly laudatory. The department has a very strong research record, department culture, leadership, and assessment cultures that exemplify Cal Poly Pomona's polytechnic identity.

The review teams identified challenges that principally concern administrative processes. They highlighted inefficiencies at the university level such as contract management, the IRB process, centralized resource management, and student registration. They also drew attention to the fact that assessment in mathematics is time-intensive and this negatively affects diverse teacher-scholar principles, teacher flexibility, and eventually faculty morale.

There was a recommendation to investigate having students take their GE B4 mathematics class in the second semester to avoid the high percentage of FTES drop in the fall semester.

No comments have been received since the first reading.

The motion to adopt AP-006-234, Program Review for BS and MS in Mathematics, passed unanimously.

c. AP-007-234, Program Review for MS in Computer Science – **SECOND READING**

The second reading 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/ap007234sr.pdf.

Senator Welke presented the report.

M/s to adopt 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 Welke stated that the reviewers were highly laudatory of motivated faculty engaged in research and teaching collegiality, strong leadership and managing to attract engaged students. The reviewers encouraged 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.

No comments have been received since the first reading.

The motion to adopt AP-007-234, Program Review for MS in Computer Science, passed unanimously.

d. AP-009-234, Self-Support MS in Financial Analytics – **SECOND READING**

The second 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/ap009234sr.pdf.

Senator Welke presented the report.

M/s to adopt 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:

This proposed program is thirty credits, including a 3-unit culminating experience. The program's CIP code is STEM-designated, which is advantageous for recruiting international students.

Senator Welke commented that the proponents have amply demonstrated that there is a high demand for graduate education in finance as well as business analytics, especially

at an affordable price point. A stress tested budget was reviewed by the College of Business Administration and the College of Professional and Global Education (CPGE), and it passed muster, therefore funding is not an issue.

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.

There have been no comments since the first reading and the Academic Programs Committee recommends adoption of this program.

The motion to adopt AP-009-234, Self-Support MS in Financial Analytics, passed unanimously.

e. AP-010-234, Self-Support Master of Science in Human Resources Leadership – **SECOND READING**

The second reading report for AP-010-234, Self-Support Master of Science in Human Resources Leadership, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap010234sr.pdf.

Senator Welke presented the report.

M/s to adopt AP-010-234, Self-Support Master of Science 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 Welke commented that this is a proposed a new self-support MS in Human Resources Leadership. This proposed program is thirty-three units, including a capstone 3-unit Human Resources Project. He originally stated that this was a STEM-designated program, but after further review it was clarified that it is not.

There is high demand for graduate education in Human Resources, and especially for graduate programs that are more affordable for students than those offered by USC and Pepperdine, currently the only two campuses in California that offer such a program.

The committee reviewed a conservative budget projection which provided confidence that the program is sustainable.

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 tenure-track faculty no more than one self-support course per academic year, to avoid strain on faculty time and attention. As many faculty are already connected to the HR industry, many of the extracurricular events proposed for the program will be drawing on existing relationships and infrastructure.

The motion to adopt AP-010-234, Self-Support Master of Science in Human Resources Leadership, passed unanimously.

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

The second 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/aa006234sr.pdf.

Senator Aragon presented the report.

M/s to adopt AA-006-234, Elimination of Blanket Requirements for Mandatory 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:

Senator Aragon explained that this is a request to remove both the AS-621-867/EPC "Mandatory Writing Assignments in All Classes" requirement and the writing requirement in CPP's General Education (GE) program. The first, AS-621-867/EPC, requires that all classes on campus have some kind of writing requirement, and the second requires a significant writing component in all GE classes. This recommendation comes from the recognition that these requirements are not being met currently, and there is no straightforward way to reinforce that they are being met. There are potentially significant curricular projects soon and the recommendation to remove these requirements should make the process go more smoothly.

There were concerns raised during consultation. The first was that the removal of these general writing requirements could potentially undermine the ways in which students build their writing skills and whether they are getting scaffolded writing experiences to prepare them for upper division requirements. Another concern was that the removal of writing requirements in general education undermines the claim that the institution values writing education in GE. The committee responded that those requirements are not being met today and mandate a one-size-fits-all model for writing that undermines programs' intentionality in cultivating student writing. Therefore, this proposal is to eliminate these 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.

This change would not impact ECOs, so that if the ECOs have significant writing requirements, this does not change the fact that those classes can continue to have those requirements. In addition, there has been an overall, or overarching project to figure out how to teach writing on campus. Part of the consideration for this referral are the changes to the "Graduate Writing Assessment Requirement (GWAR)," which not only addresses the Chancellor's Office mandate for assessing student writing, but also lays out an alternate and intentional pathway to address student writing proficiency on campus. The "Writing in the Disciplines" program introduced in that policy creates an infrastructure in the form of a trained coordinator and a senate committee to collaborate with faculty to embed writing instruction pedagogy within curricula. It also establishes clear connections between first-year writing composition and the upper division GWAR requirement and assessment practices to strengthen written communication pedagogy on campus.

The other concern was about workload for faculty and the GE committee revising ECOs because of this change. 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.

The motion to adopt AA-006-234, Elimination of Blanket Requirements for Mandatory Assignments, passed with one (1) abstention.

g. FA-006-234, Policy 1391: Granting Emeritus Status to Faculty – **SECOND READING**

The second 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/fa006234sr.pdf.

The updated policy is located at https://academic.cpp.edu/senate/docs/FA006234sr_1.pdf.

Senator Barding presented the report.

M/s adopt 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:

Senator Barding explained that policy 1391 provides the guidelines for the emeritus process. The committee better defined late and off-cycle emeritus requests as well as the appeals process. There have been no comments received since the first reading.

The motion to adopt FA-006-234, Policy 1391: Granting Emeritus Status to Faculty, passed unanimously.

h. FA-001-212, Market Salary Increase Policy – **SECOND READING**

The second reading report for FA-001-212, Market Salary Increase Policy, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/fa001212sr.pdf.

Policy on Market Salary Increase with track changes is located on Academic Senate website at https://academic.cpp.edu/senate/docs/FA001212sr_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/FA001212sr_2.pdf.

Senator Barding presented the report.

M/s to adopt FA-001-212, Market Salary Increase Policy.

Recommendation:

The Faculty Affairs Committee recommends adoption of the proposed policy.

Discussion:

This referral was submitted to codify Cal Poly Pomona's policy to clarify what is in the College Bargaining Agreement (CBA). The committee better defined the role of the various checks and balances involved with the Market Salary Increase (MSI) and put all the information into a new policy for the Academic Manual. No comments have been received since the first reading.

The to adopt FA-001-212, Market Salary Increase Policy, passed with one (1) abstention.

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

The second reading report for 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/ep002223sr.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/EP002223sr_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/EP002223sr_2.pdf.

Senator Monemi presented the report.

M/s to adopt 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 lecture's PAF (Personnel Action Files) and be used in their periodic evaluation, as well as an element in consideration for rehiring and as a key 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.

There was a suggestion during consultation that there should be one part-time faculty member per college on the Academic Senate, like Cal Poly San Luis Obispo's Academic Senate. Currently the committee is recommending two part-time faculty members for the entire campus.

The committee recommends that there be some incentive offered for part-time faculty members who participate on the Academic Senate, namely a letter of recognition and acknowledgement for their service on the Senate, and compensation of a stipend equal to three (3) WTUs.

Chair Kumar stated that if the Academic Senate adopts this constitutional change, it will then go to a vote by all enfranchised faculty. If the vote passes, then the report will go to the President for approval.

Senator Barding stated that his understanding is that one (1) WTU is equal to 45 hours a semester and commented if the compensation being recommended is in line with the expected outcome. He was not suggesting that there should not be compensation for part-time faculty on the Academic Senate but was curious about how the number of three (3) WTUs was decided upon. And then, where does the three (3) WTU come from? Has there been an agreement on where the funds are coming from or is the expectation that the funds come from the department? He stated that he does not think that most departments would be about to fund this. Senator Monemi responded that the committee did consult with other campuses that provide compensation for their part-time faculty senate members, and typically it came from the Office of Academic Programs, namely the Provost's Office. As for the number of WTUs, the committee consulted with the Executive Committee, and they recommended the three WTUs. Senator Guerrero added that he was one of the Executive Committee members who advocated for three (3) WTUs, primarily because systematically, lecturers are underpaid for the work they do on campus, in addition to taking on a tremendous amount of service work for which they do not receive compensation. This is a gesture of appreciation for their work.

Senator Hoikkala communicated that she served as a part-time faculty member on the campus for over twenty years. She stated that being a part-time faculty senator will require a lot more effort to reach the constituents because they will be across all colleges, and they work at odd times. They will not be known in the various colleges and will have to make more of an effort to seek out other part-time faculty members.

It was asked if the three WTUs would be counted towards a part-time faculty member's entitlement. The response was that three WTUs would be compensated as a stipend and would not count towards a lecturer's entitlement.

The motion to adopt EP-002-223, Academic Senate Representation for Part-Time Lecturer Faculty, passed unanimously.

j.   [AP-008-234, Program Review for BA History – **FIRST READING**](#)

The first reading of AP-008-234, Program Review for BA History, is located on the Academic Senate website at https://academic.cpp.edu/senate/docs/ap008234fr.pdf.

Senator Welke presented the report.

M/s to receive and file AP-008-234, Program Review for BA History.

Recommendation:

The Academic Programs Committee commends the History Department on their dedication and commitment to streamlining the BA program and for the thorough and thoughtful review of their program that highlights pertinent issues for their department, college, and the university.

Discussion:

This review was part of the regular review cycle for academic programs. The reviewers, both internal and external, were positive in their appraisal of the department. The strengths listed are student enthusiasm, faculty expertise, collegiality and course offerings that are diverse and cohesively sequenced in incorporation of the key PolyX courses and digital history requirements.

The external reviewers also listed challenges faced by the department, including limitations in the subject area coverage, a shortage of full-time tenure track faculty (due to faculty retirement without hire of new faculty), heavy workloads for lecturers without compensation for services, limited mentorship/integration of lecturers, and little office space with as many as 3 or 4 lecturers per office. Also, under the current funding model, the ability to hire more instructors because of the contraction of GE Areas C and D. Other challenges noted by the reviewers were limited access to alumni, insufficient technological support for classroom issues which include problems with smart classrooms and function of podiums, and limited student internship experiences.

The department has created an actionable plan to build and sustain a strong, student-centered program. It was noted that the history department, because of its special status within the College of Letters, Arts, and Social Studies as a polytechnic history program, should be given some special consideration given to how the cuts are divvied out in the college, because it is a "workhorse" for the college.
In conclusion, the committee feels that this is a strong program and that a well-articulated action addresses the recommendations.

4. New Business
    a. Election of 2024-25 Academic Senate Chair and Vice Chair

Senator Monemi, Chair of the Elections and Procedures Committee, read article III, section 9 of the Academic Senate Constitution, which states that from those duly elected members of the Academic Senate, a Chair and Vice Chair shall be elected by the Senate membership, and that election shall take place during the first regularly scheduled meeting in April.

The candidates for Chair were Rita Kumar from the College of Business Administration and Jonathan Puthoff from the College of Engineering. Each candidate provided a statement of biographic information and philosophy of shared governance. The election was held by secret ballot.   The results were as follows:
- Chair Kumar – 18 votes
- Senator Puthoff – 8 votes
- Abstentions – 1

Dr. Rita Kumar was elected as the 2024-25 Academic Senate Chair.

The candidates for Vice Chair were Dennis Quinn from the College of Education and Integrative Studies and Peter Hanink from the College of Letters, Arts, and Social Sciences.   Each candidate provided a statement of biographic information and philosophy of shared governance. The election was held by secret ballot.   The results were as follows:
- Vice Chair Quinn – 12 votes
- Senator Hanink – 14 votes
- Abstentions – 1

Dr. Hanink was elected as the 2024-25 Academic Senate Vice Chair.

Senator Monemi congratulated Chair Kumar and Vice Chair Elect Hanink and noted that the 2024-25 term starts the first day of the summer term, May 29, 2024.

    b. Executive Committee Nominations

Senator Monemi, Chair of the Elections and Procedures Committee announced that the nomination period for the 2024-25 Executive Committee begins today, April 10, 2024. Nominations in writing will be accepted in the Academic Senate Office, senate@cpp.edu, from now until noon on the last regularly scheduled Academic Senate meeting of the spring term, May 8, 2024. Nominations will be taken from the floor at the May 8th meeting after new Academic Senators have been seated. The election will be conducted at the May 8th meeting after all nominations have been received.

5. Discussion
    a. Title IX Implementation Plan Presentation

The Title IX Implementation Plan presentation is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/04.10.24/academic-senate-update_title-ix-and-cozen__4-10-24.pdf.

The presenters were:
- Dawnita Franklin, Associate Vice President, Office of Equity and Compliance
- Nicole Hawkes, Vice President, and Chief of Staff
- Bharti Sharma, Associate Professor, Department of Biological Sciences
- Candy Alvarado, Prevention and Education Specialist, Office of Equity and Compliance

Dr. Sharma expressed her excitement to present the body with the progress of the Title IX Implementation Plan Team. She stated that this is a very robust plan, and it reflects the campus's ongoing commitment to safety, equitable treatment, anti-racist, inclusive campus. She added that this presentation provides an opportunity to not only inform the body of what the team is doing, but to also receive feedback. The hope is to gather unique suggestions which are invaluable for the team to fine tune their efforts. It is agreed that the current Title IX System must be updated and strengthened. This started with the Cozen O'Connor analysis and assessment across all the twenty-three CSU campuses. They have provided a comprehensive report which not only provides their observations, system-wide, but also provides recommendations that should be implemented. Dr. Sharma explained that the team will be presenting some of the changes made to strive to improve this process on the campus.

Dawnita Franklin introduced herself as the Title IX/Discrimination, Harassment, and Retaliation (DHR) Coordinator at Cal Poly Pomona. The Cozen assessment report not only looked at what is happening at the campus level, but also looked at the system level. There was an assessment that the Chancellor's Office underwent by Cozen O'Conner as well as the state auditors, and following that assessment the CSU acknowledged some of the shortcomings and challenges, and created a new website stating that they are committed to change. The website shows the transparency and accountability that the system is going to put forth, and their commitment to the efforts in this difficult work.

AVP Franklin stated that the Cozen O'Connor Institutional Response Group conducted a three-day campus visit, as part of the CSU systemwide assessment, in December 2022. Individuals from Cozen O'Conner met with forty-five administrators on the campus, during eighteen meetings. They then received feedback from not only those individuals who participated in the meetings, but also faculty, staff, and students. They also sent out surveys to all faculty, staff, and students to gather additional information. AVP Franklin commented that CPP had the second highest response rate in the CSU System. The initial Cozen O'Conner report was presented to the Board of Trustees in May 2023, and was released to the public in July 2023.

One of the first changes in the CSU System was to recognize the need to combine the Title IX and the DHR areas. Meaning, prior to the report there was a system level Title IX compliance unit and a DHR compliance unit. Those have been combined into one unit,

the CSU System Office of Civil Rights, which is overseen by Leora Freedman, Vice Chancellor for Human Resources. Also, prior to the Cozen O'Connor Report, there was one system-wide Title IX Director, now there are five regional directors. Each regional director has a cluster of campuses that report to them, and they will work closely with the Title IX/DHR Coordinators at each campus.

AVP Franklin highlighted a statement that was made in the CPP campus report. "The [Cal Poly Pomona] OEC team has a high level of fluency, competence, and experience with respect to Title IX and DHR, and the team has a strong working relationship with campus partner offices."

Nicole Hawkes, Vice President, and Chief of Staff, applauded AVP Franklin for her knowledge and experience in the areas of Title IX and DHR. She added that the campus benefits from her leadership, and it contributes to why the CPP office operates at such a high-level, and why CPP received such a favorable assessment relative to other campuses. She emphasized that this is demanding work, dealing with, and supporting individuals on the campus who are experiencing trauma, and for someone to stay in this role for a considerable amount of time and provide that continuity and leadership is not something that the campus should take for granted.

AVP Franklin thanked VP Hawkes for her kind words. She went over the four areas for improvement as pointed out by the assessment:
- Infrastructure, strengthening internal OEC processes and coordination with campus partners.
- Awareness and visibility.
- Prevention and Education.
- Responding to other conduct of concern.

Prior to the release of the Cozen O'Connor Report, the campus formed an Implementation Committee in April 2023. The committee convened and formed subcommittees in September 2023. There were OEC website enhancements implemented in fall 2023. The committee submitted their implementation plan to the Chancellor's Office in February 2024. The Chancellor's Office is reviewing twenty-three very robust implementation plans, and as soon as the CPP plan is approved it will be posted on the website. The plan includes all recommendations as well as the planned action, and the timeline.

The first area of improvement was infrastructure and resources. AVP Franklin commented that after receipt of the report, she identified changes that could be made immediately. She looked at the skill set in the Office of Equity and Compliance (OEC), rearranged and modified positions to accommodate some of the recommendations. She reassigned an existing staff member to an *Intake Coordinator* and appointed another staff member to *Prevention and Education Specialist*. The office successfully recruited two new OEC staff members. AVP Franklin expressed her excitement in having the office fully staffed. They have also modified the Reporting and Intake forms, seeing where there are needs for improvement. Is the form accessible and easily understood? There is now a process where you can scan a QR code and fill out the form on a phone. The office also

documented the processes and made improvements where necessary. There are now routine monthly meetings with Faculty Affairs and Employee Labor Relations, where they intentionally go through cases and discuss next steps. These meetings have been beneficial because partnerships are needed to coordinate responses that the campus community needs.

Dr. Sharma went over the methods for improving visibility and awareness. She commented that the Implementation Team is a cross functional team, with people with different expertise and student representatives. The plan is to continue to grow this community by involving more faculty and students in different subcommittees. For this work to be truly in the spirit of de-stigmatizing Title IX and bring attention to where people can get the assistance they need, the communication team has made a conscious effort to keep people informed through emails to raise awareness about the role of Title IX and DHR. The goal is to create more awareness, de-stigmatize the process, have more involvement, and most importantly, make the campus safe and equitable.

AVP Franklin commented that education and prevention were other areas needing improvement per the campus report. Candy Alvarado was appointed as *Prevention and Education Specialist* working in partnership with Rhonda Dixon, *Survivor Advocate*. She introduced Candy Alvarado who explained why all the presenters were wearing teal-colored t-shirts. The teal t-shirts represent Sexual Assault Awareness Month. This April marks the 23rd anniversary of Sexual Assault Awareness Month, and teal is the official color to raise awareness; it stands for together, empowerment, advocacy, and learning. The t-shirts are available so that everyone on campus can color the campus every Tuesday in the month of April. There will be a table outside the library where faculty, students, and staff can come by and RSVP for the solidarity walk on April 25th, and they will receive a t-shirt. The hope is that everyone will join the efforts to raise awareness and support survivors. April 24th is Denim Day, which is an international campaign of action and awareness when people are encouraged to wear denim to combat victim blaming and educate others about sexual violence. The day comes following a high-profile Italian rape trial where the survivor was blamed for her rape because of the type of jeans she was wearing. In protest and solidarity, individuals are encouraged to wear denim to combat the idea that rape and sexual violence are the fault or responsibility of survivors.

Vice President Hawkes explained that the last area needing improvement is "responding to other conduct of concern." She talked about the status of the Director of Conflict Resolution and University Ombuds search efforts. The search committee has worked hard this semester, both to educate the campus broadly about what should be expected of the ombuds role, and vet candidates for the position. Two candidates were on campus for interviews last month but taking into consideration feedback on the candidates from campus stakeholders and the recommendations of the search committee, President Coley has decided to extend the search effort and continue to seek candidates who bring the skills, experience and qualifications necessary to fulfil this critical role at Cal Poly Pomona. The goal is to bring candidates on campus early in the fall semester and have someone in the role by the end of the calendar year, or at least by the beginning of the spring semester.

There has been a lot of learning associated with developing internal capacity for how the campus navigates difficult conversations and conflict. The campus hosted Dawn Osborne Adams, the University Ombuds from UNC Chapel Hill, and we will continue to collaborate with her to develop learning modules and host additional speakers in the fall. VP Hawkes pointed out that the *Principles of Community* effort, led by Dr. Cindy Pickett, Presidential Associate for Inclusion and Chief Diversity Officer, is an important foundation for how our community interacts with one another based on a set of guiding values. With the leadership of Dr. Pickett and Dr. Jonathan Grady, Senior Associate Vice President and Dean of Students, there will be a centralized reporting function for the university. So if something happens on the campus, if you have a negative experience, if you just see something that does not seem quite right, you can use report@cpp.edu. This can also be used for positive things if you want to commend someone for being service oriented. There are both positive and concerning ways to report things happening on campus, and you can expect to hear back within 24 to 48 hours. There will be accountability around the response and determining who is best positioned to address a particular concern. This is still under development, but the plan is to roll it out in the fall.

AVP Franklin closed the presentation with the next steps. As previously mentioned, the university is awaiting approval of the implementation plan by the Chancellor's Office. But in the meantime, the committee is continuing to update the website. She added that she wants everyone to know that the committee is working hard to keep the campus safe and make it equitable and inclusive for everyone.

Senator Wachs stated that she appreciates the hard work that the office is doing, but as someone who has been working for faculty rights for quite a while, she has been incredibly frustrated by the unwillingness of the office to take cases that are not clearly winnable or are borderline. She encouraged the team to take these types of cases because they could open important discussions about behaviors that do not necessarily fall as clear wins, or clear problems, but are still problematic. This may be the path for changing policies and practices. Dawnita Franklin commented that she appreciates that feedback and it falls into the "other conduct of concern" category. It is recognized that Title IX is very black and white from a legal perspective, and it is said that some types of behavior do not rise to that level, it is not dismissing that there is a problem, it just cannot be resolved in the Title IX framework. That is why OEC is working with Faculty Affairs, and Employee Labor Relations and developing the infrastructure and process to address other conduct concerns. She added that she never wants anyone to walk away feeling unheard of that their needs or concerns are not being addressed.

b.   Campus Master Plan – Next Steps Presentation

The Campus Master Plan – Next Steps presentation is located on the Academic Senate website at https://www.cpp.edu/senate/documents/packets/2023-24/04.10.24/2040-master-plan-next-steps.pdf.

Matthew Whinery, Senior Associate Vice President for Facilities, Planning, and Management made the presentation. He introduced Danny Wu, Executive Director of Transportation, Planning and Sustainability, and Stacy Tran, Senior Campus Planner, and stated that they are the people who have done most of the work on the plan.

The Master Plan was last approved in 2000, and so there has not been an approved Master Plan since then. The planning for this Master Plan started in 2017 and was put on hold for a bit because of COVID, but now the plan is at a key step and the team is in consultation with as many groups as possible.

The CSU Board of Trustees requires the Master Plan, and it does impact the university's ability to get funding for major projects. It guides the long-term physical development of the campus, in support of the university's mission, strategic vision, and values. The timeline of this Master Plan is from 2020 to 2040. The team looks at changes in enrollment and changes in pedagogy. This also responds to WSCUC Accreditation Team recommendations. The main thing with the Master Plan is looking at how the academic plan meets with facilities' plan, so the Master Plan is a long-range guide that is pulling together all other plans, Strategic Plan, Academic Master Plan, facility condition assessments, etc. It is a twenty-year planning tool that is used. For short-term planning, each year the Chancellor's Office requires the university to create a five-year capital projects plan that identifies immediate needs of the campus. These two documents need to meld, and if there is not an active Master Plan, it is much more difficult to push the capital projects forward. That is the motivation to get the Master Plan approved, which helps the university with capital budgeting when there is a long-term plan.

AVP Whinery went over the timeline of the project, which started in 2017. There were forty-four meetings and workshops to solicit feedback with the campus community. There was a twenty-eight-member advisory board established to guide the development of the Master Plan. And of course, there was a big pause during COVID. The next step in the planning is the California Environmental Quality Act (CEQA)/Environmental Impact Report (EIR) Review. This review is intended to inform government decisionmakers and the public about the potential environmental effects of proposed activities and to prevent significant, avoidable environmental damage. That process has just started and at the end of the review, it will go to the BOT for review and approval.

The 2040 plan did have a couple of changes. The team looked at all the existing conditions, where the university needs to be from a housing perspective, open space and how transportation is impacting the plan. They looked at wayfinding, and sustainability issues. The plan did project an enrollment of 30,000 students, and there has been a lot of discussion about that number. To understand that number, the team is starting the process of environmental impact, so if there is a higher enrollment that is a potential impact to campus. So even though the number does not seem as attainable as when the project started, from an environmental impact assessment perspective, it is a good number to use.

A Master Plan is not a stagnant document, you can do updates as conditions change and do different studies within the Master Plan. The Master Plan is more like a holistic document.

On April 8, 2024, a Notice of Preparation (NOP) was sent out. This notifies stakeholders that an EIR will be prepared. This is the first step in the EIR process. One of the key things that the team is doing is meeting with a variety of groups on campus to inform them where we are in the process. This has been very informal. Now that the NOP has been released, we are starting the formal Environmental Impact Report. The consulting firm being used is Dudek. Dudek has written several EIRs for the Cal State System. The timeline for the EIR development is tight, the NOP is the kickoff of the process, and the plan is to have approval of the final EIR and Master Plan update in the summer of 2025. There are a lot of milestones between now and then, there will be a public release of the draft EIR sometime in winter 2024. There will be meetings with faculty and other groups on campus, as well as meetings with all the neighboring cities.

The [Campus Master Plan website](#) has been updated to include the current timeline and all the different events. There is an extensive list of frequently asked questions (FAQs), and all documents are also located on the website.

AVP Whinery concluded his presentation and asked for questions. The only question asked was whether the Lanterman property was included in the scope of the Master Plan. AVP Whinery responded that Lanterman is not part of this Master Plan. This plan's borders are of the actual Cal Poly Pomona campus and does not go outside of that scope.

Chair Kumar thanked AVP Whinery, Danny Wu, and Stacy Tran for providing this presentation.

The April 10, 2024 Academic Senate Meeting was adjourned at 5:00 p.m.