

# Minutes

of the Academic Senate Meeting  
November 6, 2024

- PRESENT: Adams, Barding, Blumenfeld, Cayer, Edens, Fallah Fini, Gad, Givens, Guerrero, Hanink, Hoikkala, Husain, John, Korah, Monemi, Moore, Myers, Newman, Pacleb, Puthoff, Quinn, Sharma, Shen, Small, Sotoudeh, Sung, Valentine, Vallejo, Wachs, Welke, Wheeler, Yazdani, Yoo
- Proxies: Senator Edens for Senator Gekara, Vice Chair Hanink for Chair Kumar, Senator Barding for Senator Osborn, Senator Quinn for Senator Roy
- Absent: Small
- GUESTS: M. Akers, J. Baez, A. Baski, B. Brown, C. Chavez-Reyes, J. Chong, S. Coley, C. Dabas, A. DeRosa, K. Forward, S. Garcia, T. Gomez, D. Gonzalez, C. LaMunyon, A. Ketsdever, C. Koos, S. Krishnamurthy, L. Massa, M. Peppers, J. Pitt-Parker, K. Priest, B. Quillian, L. Rotunni, C. Santiago-Gonzalez, A. Uhlack, N. Von Glahn

1. Academic Senate Minutes – [October 16, 2024](#)

The October 16, 2024 Academic Senate Meeting minutes are located on the Academic Senate website at [https://www.cpp.edu/senate/documents/packets/2024-25/11.06.24/academic\\_senate\\_minutes\\_10.16.24\\_final.pdf](https://www.cpp.edu/senate/documents/packets/2024-25/11.06.24/academic_senate_minutes_10.16.24_final.pdf).

M/s/p to approve the October 16, 2024 Academic Senate Meeting minutes.

2. Information Items  
a. [Chair's Report](#)

The Chair's Report is located on the Academic Senate website at <https://www.cpp.edu/senate/documents/packets/2024-25/11.06.24/chairs-report-nov-6-2024.pdf>.

Chair Kumar was not able to attend the meeting. Vice Chair Hanink presented Chair Kumar's report.

The results of the faculty vote to ratify amendments to the ASCSU to add dedicated lecturer seats to the senate composition are as follows:

- Yes – endorses ratification of amendments 112 votes
- No – rejects ratification of amendments 30 votes
- Abstentions 3 votes

The ASCSU Constitution requires that any amendments be ratified by the campuses and then approved by the CSU Board of Trustees.

There are two campus-wide CPP Budget Town Hall meetings this week. One was on Tuesday, November 5, and the other is scheduled for Thursday, November 7, during U-hour. These meetings are not duplicative, so if you attended the November 5<sup>th</sup> meeting, there will be new information presented at the November 7<sup>th</sup> meeting which addresses budget reserves.

The Ombuds finalists open forums are scheduled for this week, more information can be found at <https://www.cpp.edu/executivesearch/dir-ombuds.shtml>.

The new GE pattern is required to be in place for first-time students by fall 2025. There is a GE Information Session and Town Hall scheduled for November 14, during U-hour, 12:00 to 1:00 p.m. via Zoom at <https://cpp.zoom.us/j/88121897444>.

The referral is at <https://academic.cpp.edu/senate/docs/ge001245ref.pdf>, and the first reading report that will be discussed at today's meeting is located at <https://academic.cpp.edu/senate/docs/ge001245fr.pdf>.

All service opportunities are on the Academic Senate website at <https://www.cpp.edu/senate/service-opp-new.shtml>.

The Executive Committee Meeting minutes are publicly available at [EC meeting minutes](#). If anyone wants to contact the academic senate the email address is [senate@cpp.edu](mailto:senate@cpp.edu). Chair Kumar has Academic Senate office hours on Wednesdays from 12:30 to 2:30 p.m. in 98-P2-008 (Academic Senate Office) or via Teams.

#### b. President's Report

President Coley extended thanks to those who attended and participated in budget Town Hall series on Tuesday, November 5, on the operating budget. She added that the questions and engagement are helpful as we determine how to move forward, the goal is to continue to keep people updated and provide opportunities to engage and gain a deeper knowledge of the university. There is another session tomorrow, November 7, at noon that will cover reserves and how they are allocated.

The Director of Conflict Resolution and University Ombuds candidates have been on campus this week. Please share feedback and observations via the [Executive Search website](#). This position is critical to the continued success of the university and the safety of the entire campus.

Last week Strategic Communications (STRATCOM) held two town hall meetings. One overviewed the Enrollment Visibility and Awareness Campaign, and there were about 150 participants. The other meeting was a community forum on the upcoming enrollment and university awareness campaign. This forum presented the same information that was given at the October 16, 2024 Academic Senate meeting. For more information regarding the campaign, visit the [University Brand website](#).

Saturday, November 2, was EXPLORE CPP DAY, which welcomed about 658 students and their guests, a total of about 1160 individuals, who came to learn more about Cal Poly Pomona and consider the university as an option in advancing their future. Both students and their guests

had an opportunity to hear from departments and received valuable information to support both prospective and admitted students. Many organizations participated in the event, including Outreach, Admissions, Financial Aid, Maximizing Engineering Potential (MEP) and Women in Science and Engineering (WISE) programs, plus Kellogg Honors and the Educational Opportunity Program (EOP). Approximately 500 attendees participated in the shuttle guided campus tours, which offered an in-depth view of our beautiful campus. President Coley conveyed that she had asked one student why he was interested in Cal Poly Pomona and he responded “grass”. He added that he lives in Los Angeles surrounded by concrete and was taken with the beauty of the campus. She commented that it is interesting as to what attracts students to the campus.

c. [Provost's Report](#)

The Provost's Report is located on the Academic Senate website at [https://www.cpp.edu/senate/documents/packets/2024-25/11.06.24/provosts\\_report\\_to\\_academic\\_senate\\_2024.11.6.pdf](https://www.cpp.edu/senate/documents/packets/2024-25/11.06.24/provosts_report_to_academic_senate_2024.11.6.pdf).

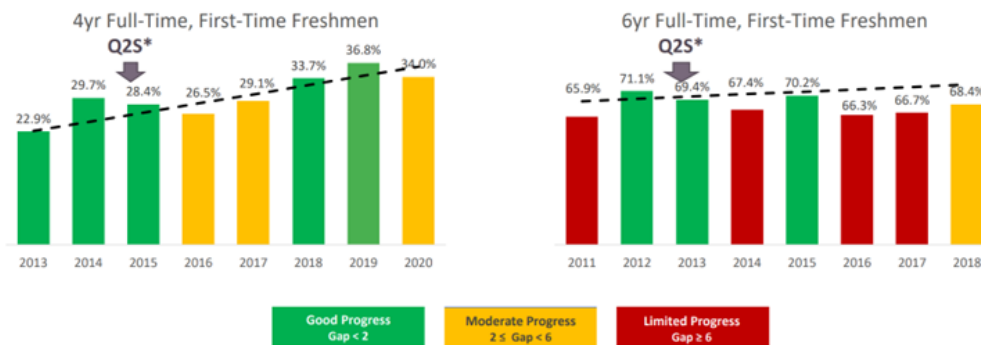
Provost Gomez announced that Cal Poly Pomona has been selected as a Fulbright Hispanic Serving Institution (HIS) Leader for 2024, highlighting its dedication to academic excellence and diversity. She added that the university has a strong history with the Fulbright Program, which aims to foster academic exchange and support friendly relations across the world. Since the 1953-54 academic year, 44 CPP faculty members have participated in the Fulbright program, and the university has hosted 14 visiting Fulbright faculty from Europe, Asia, Africa and South America.

Cal Poly Pomona was also nominated to apply for the inaugural US Department of Education Postsecondary Success Recognition Program. This university is one of five CSUs, and one of one hundred bachelor's granting institutions selected to apply for this recognition. This nomination allows Cal Poly Pomona to showcase how data and evidence-based practices are used as part of an intentional campus-wide strategy to promote student success. The outcome will be announced in January 2025.

The GI 2025 Symposium was held last week. Provost Gomez reviewed the following graphic showing that Cal Poly Pomona has made moderate progress, shown in yellow, in the four-year graduation rate. This cohort, who entered Cal Poly Pomona at the height of the pandemic in the fall of 2020, has shown that they have not met several key academic indicators throughout their time at CPP, yet have continued to persist and only fall a bit short from last year's four-year graduation rate. Dr. Gomez added that it is extraordinary given the challenges of the pandemic.

For the six-year graduation cohort, there have been some gains compared to last academic year; however, retention issues remain a concern. Retention issues tend to affect the six-year graduation rates across the CSU System. Provost Gomez recognized that there have been improvements made across the past decade. For example, Cal Poly Pomona started at a 22.9% four-year graduation rate in 2013 and has made more than a ten-percentage point increase over that ten-year period, which is remarkable, and that includes the pandemic years. She emphasized the importance of recognizing the collective efforts in moving the needle.

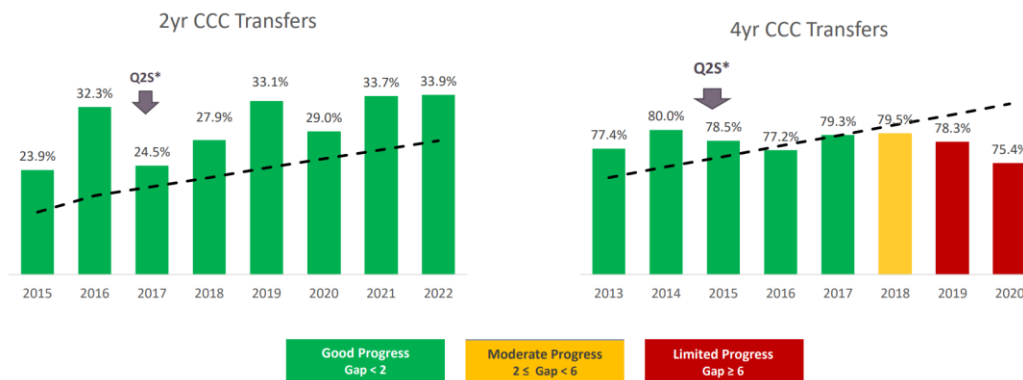
## FTF Trends & Projections Fall 2020 and Fall 2018 Cohorts



Cal Poly Pomona has consistently met and often exceeded the interim goal for the two-year transfer rate (see chart below), largely due to faculty efforts in creating Associate Degrees for Transfers (ADTs) and pathways for transfer students.

Provost Gomez noted that the four-year transfer rate shows concerning patterns that need attention. The last two cohorts of transfer students were significantly impacted by the pandemic, and those without an ADT have faced disparate challenges.

## Transfer Trends & Projections Fall 2022 and Fall 2020 Cohorts



Provost Gomez explained that while there has been some progress in closing the graduation rate gap for Underrepresented Minorities (URM), these gaps remain stubborn. Innovative methods to address these gaps are being explored. The PELL equity graduation gap increased slightly last year, as shown on slide 5 of the Provost’s Report.

The slide below shows where Cal Poly Pomona and the CSU System is in comparison to the final GI2025 target. It also shows the difference between this year’s outcomes and the final targets next year. For the freshmen four-year graduation rate, the gap between CPP’s outcome for this year and the final target in terms of percentage points, is very similar to the CSU System.

For the freshmen six-year graduation rate, Cal Poly Pomona is doing much better than the CSU System. That is true for the two-year transfer graduation rate as well. For the four-year transfer graduation rate, CPP is similar to the system. Dr. Gomez stated that in terms of equity gaps, Cal Poly Pomona is doing better than the system, but that the numbers are too high, and this will remain a focus for the campus moving forward.

## Outcomes Comparison

	Cal Poly Pomona			CSU System		
	Projection	Final Target	Difference	Preliminary	Final Target	Difference
Freshmen 4yr	33.9	38	-4.1	36.1	40	-3.9
Freshmen 6yr	68.4	73	-4.6	62.1	70	-7.9
Transfer 2yr	33.9	29	4.9	44.2	45	-0.8
Transfer 4yr	75.3	85	-9.7	75.6	85	-9.4
URM gap	12.3	0	-12.3	13.1	0	-13.1
Pell gap	8.9	0	-8.9	11.3	0	-11.3

The CSU is calling for a year of engagement to prepare for post GI2025 and trying to develop a system-wide definition of student success, along with a framework to guide that work. Deloitte has been engaged to gather information and facilitate the process. The Provost provided a [link](#) to a Student Success survey, noting that only 1500 survey responses have been received so far. The CSU is making assumptions about progress and vision based on these small number of responses. Dr. Cecilia Santiago-González, Associate Vice President, Student Success, is participating in the system working group to inform this work.

Provost Gomez encouraged faculty members to apply for Special Projects for Improving the Classroom Experience (SPICE) grants. The call for applications is out and the deadline is February 10, 2025. The **Seventh Annual PolyX Showcase** is November 21, 2024, from 11:30 a.m. to 1:00 p.m. in the Bronco Student Center. Additionally, The **Academic Innovation Winter Institute** is January 15 and 16, 2025, focusing on *Innovative Practices in Research Mentorship: Getting the Most Out of Your Mentoring Efforts*.

Senator Adams inquired whether the four-year transfer graduation rate is a retention issue similar to the six-year freshman graduation rate. Provost Gomez clarified that while it is a retention issue, it is also a curricular issue. Transfer students with Associate Degrees for Transfer (ADTs) have a clear path to their degree and can typically finish in two years, whereas transfer students without ADTs tend to take longer to complete their degrees.

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

Past Vice Chair Quinn presented the report on behalf of Vice Chair Hanink.

**NEW REFERRALS: (5)**

AP-002-245	New Physical Education Leadership and Advocacy Option in the state-support MS in Kinesiology
AP-003-245	New General Option in the state-support Kinesiology
AP-004-245	New Health and Human Performance Option in the state-support MS in Kinesiology
AP-005-245	New Adapted Physical Education Option in the state-support MS in Kinesiology
AP-006-245	MS Mechanical Engineering Program Review

**SENATE REPORTS FORWARDED TO PRESIDENT: (4)**

AS-3090-245-AP	Geography, B.S. - CSU Degree and CIP Code Change
AS-3091-245-AP	Business Analytics, M.S. - CSU Degree and CIP Code Change
AS-3092-245-AP	Psychology, B.A. - CSU Degree and CIP Code Changes
AS-3093-245-AP	Economics, M.S. – Program Name, CSU Degree Code, and CIP Code Changes

**PRESIDENT RESPONSES TO SENATE REPORTS: (1)**

AS-3078-234-EP Re-Evaluate Process for Selecting Staff Senator – **Approved**

e. ASCSU Report

Senator Wachs reported that there has not been a meeting since the last Academic Senate Meeting. The next meeting is November 13 through 15, so there will be a much more robust report in December. She added that the constitutional referendum to add three lecturer seats to the ASCSU did pass.

f. Budget Report

The Budget Report is located on the Academic Senate website at [https://www.cpp.edu/senate/documents/packets/2024-25/11.06.24/2024.11.06\\_budget-committee-report.pdf](https://www.cpp.edu/senate/documents/packets/2024-25/11.06.24/2024.11.06_budget-committee-report.pdf).

Senator Valentine reported that the written report is a brief summary of the November 5<sup>th</sup> Budget Town Hall meeting. The recorded meeting and the presentation is available on the new [CPP Financial Transparency Website](#).

The next Town Hall Meeting (Reserves & Designated Balances) is Thursday, November 7<sup>th</sup> 12:00 to 1:30 p.m., Zoom and in-person.

The next Budget Committee meeting is scheduled for Wednesday, November 20<sup>th</sup> with John McGuthry (VP/CIO Information Technology & Institutional Planning).

g. CFA Report

Senator, and CFA Vice President, Puthoff reminded faculty members that the bargaining survey, which helps set priorities for the Union's bargaining team, is still available on the CFA website. Senator Puthoff encouraged faculty members to fill out the survey if they have not already done so.

#### h. ASI Report

ASI Senator Wheeler reported that the California State Student Association (CSSA) held their October plenary meeting in Monterey Bay from October 17 – 19, 2024. Governor Gavin Newsom recently signed several pieces of legislation that were supported by the California State Student Association (CSSA). One notable example is the package of bills aimed at strengthening mental health and substance use disorder care in California.

Title IX and the Cozen audit recommendations for each campus were discussed. Senator Wheeler expanded on the work that Cal Poly Pomona's Title IX coordinators and ASI Student Government have been implementing over the past few months.

Senator Wheeler stated that he had the honor of attending the Graduation Initiative Symposium on October 28 – 30, 2024, where he gained valuable insight into the state of the graduation initiatives at a system level. He highlighted that Cal Poly Pomona's Male Success Initiative (MSI) was featured during one of the sessions. Additionally, a Cal Poly Pomona alumnus from Mechanical Engineering was one of the keynote speakers. One key takeaway was that a significant indicator of a student's success is their performance in course completion and GPA during their first year of college. Senator Wheeler urged all faculty teaching first-year classes to be mindful and intentional in their teaching methods, as this is critical for student success.

Finally, Senator Wheeler added that ASI receives points towards their Civic Engagement Competition when faculty fill out the Student Success survey.

#### i. Staff Report

The Staff Report is located on the Academic Senate website at [https://www.cpp.edu/senate/documents/packets/2024-25/11.06.24/11.06.24-staff-report\\_1.pdf](https://www.cpp.edu/senate/documents/packets/2024-25/11.06.24/11.06.24-staff-report_1.pdf).

Senator Valentine reported that Staff Council will be in the recital hall, Building 24, on Thursday, November 7<sup>th</sup>, from 11:30 a.m. until 1:00 p.m., to provide an opportunity for people to sign cards sending holiday cheer to members of the United States Armed Services.

On Thursday, December 4<sup>th</sup> from 11:00 a.m. - 1:00 p.m. on the Starbucks Patio outside the University Library, Staff Council, along with campus friends and Pomona PD will be collecting unwrapped toys. Please note that only toys in their original packaging will be accepted.

Senator Valentine added that there will be a Walk and Talk to the Rose Float Lab on Wednesday, November 13 from noon to 1:00 p.m. This will be hosted by Cary Khatab, Director of the Cal Poly Rose Float Lab.



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

a. AP-019-234, Music BM Pedagogy Name Change to Music Education – SECOND READING

The second reading report for AP-019-234, Music BM Pedagogy Name Change to Music Education, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap019234sr.pdf>

**Recommendation**

The Academic Programs Committee recommends approval of the name change from “Music, B.M.-Pedagogy (Pre-credential) Subplan/Option ” to “Music Education Pre-Credential Subplan/Option.”

b. AP-021-234, Geography, B.S. – Geographic Studies Option Discontinuation –SECOND READING

The second reading report for AP-021-234, Geography, B.S. – Geographic Studies Option Discontinuation, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap021234sr.pdf>.

**Recommendation**

The Academic Programs Committee concurs with the request from the Geography & Anthropology Department (e.g., Chair and faculty) and recommends the discontinuation of the Geographic Studies option, which will take effect fall 2024. Current students will be supported till the last student graduates in the spring 2027.

d. AP-032-234, Abbreviated Program Review for BA Music and BM Music – SECOND READING

The second reading report for AP-032-234, Abbreviated Program Review for BA Music and BM Music, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap032234sr.pdf>.

**Recommendation**

The Academic Programs Committee commends the Music Department on the successful operation of their BA and BM programs. The thorough and thoughtful reviews that were prepared highlight issues of critical importance at the department, college, and university levels.

e. AP-034-234, Change of the CIP Code for B.S. Economics – SECOND READING

The second reading report for AP-034-234, Change of the CIP Code for B.S. Economics, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap034234sr.pdf>.

**Recommendation**

Based on the information and consultation, the AP committee supports CIP code for the BS degree from 45.0601 (old CSU degree code 22041, Economics) to 45.0603 (new CSU degree code: 22043, Quantitative Economics).

Senator Husain presented the reports.



In the interest of time and since there were no comments received since the first reading, Senator Husain made a motion to consider the following four reports as one agenda item:

Item a - AP-019-234, Music BM Pedagogy Name Change to Music Education – **SECOND READING**

Item b - AP-021-234, Geography, B.S. – Geographic Studies Option Discontinuation – **SECOND READING**

Item d - AP-032-234, Abbreviated Program Review for BA Music and BM Music – **SECOND READING**

Item e - AP-034-234, Change of the CIP Code for B.S. Economics – **SECOND READING**

The motion was seconded and passed unanimously.

M/s to adopt the following reports:

Item a - AP-019-234, Music BM Pedagogy Name Change to Music Education – **SECOND READING**

Item b - AP-021-234, Geography, B.S. – Geographic Studies Option Discontinuation – **SECOND READING**

Item d - AP-032-234, Abbreviated Program Review for BA Music and BM Music – **SECOND READING**

Item e - AP-034-234, Change of the CIP Code for B.S. Economics – **SECOND READING**

There was no further discussion and the motion to adopt all four reports passed unanimously.

c. [AP-025-234, New State-Support BS in Materials Engineering – SECOND READING](#)

The second reading report for AP-025-234, New State-Support in BS in Materials Engineering, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap025234sr.pdf>.

### **Recommendation**

The Academic Programs Committee commends the detailed work by the CME department and recommends approval of the new State Support BS in Materials Engineering degree.

Senator Husain presented the report.

M/s to adopt AP-025-234, New State-Support in BS in Materials Engineering.

### **Discussion**

Senator Husain addressed a question from the first reading regarding plans to offer minors or additional options in the BS in Materials Engineering. After consulting with the Chemical and Materials Engineering Department, he confirmed that the department will continue to offer the existing Materials Engineering Minor for non-majors. However, there are no current plans to introduce any new options.

The motion to adopt AP-025-234, New State-Support in BS in Materials Engineering, passed unanimously.

f. [AP-020-234, English Applied Language Studies Option name change to Applied Linguistics – FIRST READING](#)

The first reading report for AP-020-234, English Applied Language Studies Option name change to Applied Linguistics, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ap020234fr.pdf>.

### **Recommendation**

The Academic Programs Committee recommends approval of the name change from “English, B.A. – Applied Language Studies Subplan/Option Name Change” to “Applied Linguistics Subplan/Option.”

Senator Husain presented the report.

M/s to receive and file AP-020-234, English Applied Language Studies Option name change to Applied Linguistics.

### **Discussion**

In the field of English languages, the term linguistics is more recognizable by both students and parents. This name change proposal will help align the program with common practice and the standard nomenclature used in the field. This will also make it more visible and recognizable to students, particularly new admits, and likely improve student recruitment through increased transparency. The committee conducted a campus-wide consultation, and no concerns were raised.

### g. [GE-001-245, General Education Update – FIRST READING](#)

The first reading report for GE-001-245, General Education Update, is located on the Academic Senate website at <https://academic.cpp.edu/senate/docs/ge001245fr.pdf>.

M/s to receive and file GE-001-245, General Education Update.

### **Recommendation**

The GE Committee, by a 7-6 vote, recommends adopting **Option B** as the **majority report** and our GE pattern, with **Option A** designated as the **minority report**.

**Option B** separates the American Institutions (History) requirement from GE Area 4A. Instead of allowing students to count GE Area 4A towards this requirement, students will now need to complete the American Institutions (History) requirement outside of GE. The GE committee has also updated the description of GE Area 4 to better reflect its focus on Social and Behavioral Sciences. Additionally, they recommend aligning the course equivalency for GE Area 4A with GE Area D3 from the 2020-2021 curriculum year, allowing some programs to once again count GE Area D3 towards major requirements.

**Option A** is the original GE pattern submitted with the referral.

### **Discussion**

Senator Guerrero presented the report.

Senator Guerrero commented that it has been a privilege to chair the General Education (GE) Committee and engage in these conversations. While many characterize this process as difficult, Senator Guerrero has had the opposite experience, particularly with the GE Committee members, as there seems to be a shared vision for General Education on campus and a strong commitment to maintaining a robust GE program. He expressed his appreciation for the

consultation and reminded everyone that there is a month before the second reading, with discussions on the senate floor being part of the consultation process.

The referral was submitted based on the Cal-GETC GE requirements mandated by the state which changes the existing GE pattern. The GE Committee has had extensive discussions regarding the referral and the suggested GE pattern. Senator Guerrero stated that his approach to discussing the report will be to inform the body of the minor modifications suggested by the GE Committee and then address the significant changes recommended in the report.

Through consultation, several concerns have emerged regarding the update to the campus General Education pattern. The GE Committee has proposed a couple of language and policy clarifications to address confusion surrounding specific terminology, providing clarity for both students and the GE Committee in approving future courses as part of the GE pattern. The committee has also clarified the course equivalencies to the existing GE pattern. The original referral does not indicate whether existing GE courses will be recertified under the new policy. It is assumed that many current GE courses will be grandfathered, meaning specific areas of the current GE pattern will be transformed into the new numbering system. The committee added clarity to the policy to define exactly what the grandfathering policy is and what the equivalencies are.

The committee has also had extensive conversations about the new GE student learning outcomes (SLOs). The Academic Senate, in spring 2023, approved a new set of GE SLOs, and there are concerns about which outcomes should be associated with specific GE areas. Senator Guerrero added that this is a particularly important part of the work that the GE Committee has been doing over the last couple of weeks, trying to tie the new outcomes to specific GE areas. Senator Guerrero asked faculty to review areas in which they teach to see if those learning outcomes are appropriate. The committee has suggested a couple of changes in specific areas, but as part of the consultation process over the next month, the committee would like feedback in determining whether all areas seem appropriate in terms of which learning outcomes have been included.

The GE Committee has concerns about upper-division pre-requisites. The policy language suggested in the referral makes this a hard requirement which may create challenges for students in making timely progress towards graduation. Currently there is inconsistent enforcement of the prerequisites for upper-division synthesis courses. The committee has recommended some mitigated language around that.

Most of the consultation focused on the reduction of Areas D and E, specifically following the elimination of Area D3 a few years ago when Ethnic Studies Area F was introduced. In the new GE pattern, Area C will be reduced, and Area E will be eliminated (following external mandates) which stands to affect many colleges and departments.

Several proposals were considered by the GE Committee and underwent campus consultation. These proposals were originally called Options 1, 2, 3, and 4. The GE Committee did its due diligence by considering various possibilities. The conversation in the GE Committee, as well as in consultation, always returned to what would be easiest for students to understand the new GE pattern. Colleges and departments, primarily the College of Letters, Arts, and Social Sciences, will lose significant enrollment with the reduction in Area C and elimination of Area E, on top of the enrollment decline from the elimination of Area D3 a few years ago.

Senator Guerrero went over the following information on the proposed GE pattern in GE-001-245:

	Current CPP GE Pattern	Units		Proposed Pattern in GE-001-245	Units
A1	Oral Communication	3	1C	Oral Communication	3
A2	Written Communication	3	1A	English Composition	3
A3	Critical Thinking	3	1B	Critical Thinking	3
B1	Physical Sciences	3	5A	Physical Science	3
B2	Life Sciences	3	5B	Biological Science	3
B3	Laboratory	0	5C	Laboratory	1
B4	Mathematics/Quantitative Reasoning	3	2	Mathematical Concepts	3
B5	Science and Technology Synthesis (UD)	3	5D	UD Scientific Inquiry or Quantitative Reasoning	3
C1	Visual and Performing Arts	3	3A	Arts	3
C2	Lit, Languages, Philosophy, and Civilization	3	3B	Humanities	3
	Additional C1 or C2 course	3	<i>Reduction of Area C</i>		
C3	Arts and Humanities Synthesis (UD)	3	3C	Upper Division Arts & Humanities	3
D1	US History American Ideals	3	4A	Social and Behavioral Science	3
D2	US Constitution and CA Gov't	3	4B	Social and Behavioral Science	3
D4	Social Science Synthesis (UD)	3	4C	Upper Division Social and Behavioral Sciences	3
E	Lifelong Learning and Self-Development	3	<i>Reduction of Area E</i>		
F	Ethnic Studies	3	6	Ethnic Studies	3
	Total	48		Total	43

Due to Cal-GETC, the new pattern no longer requires students to take an additional C1 or C2 course, or an Area E course (see areas highlighted in gray). The new pattern requires the addition of a laboratory unit (see yellow highlight). This is not an additional course that students are required to take; students already take a lab, but currently the lab is zero units. Senator Guerrero explained that, in effect, there is an elimination of five GE units that are returned to departments. Because the GE Committee received so much feedback that this would be an issue for enrollment, and specifically, to protect the sanctity of the GE program and ensure a well-rounded education for students, the GE Committee considered various proposals and is recommending a different pattern.

Senator Guerrero noted that in explaining the alternative proposal suggested by the GE Committee, it is important to note that Cal Poly Pomona has bachelor degree requirements outside of GE, as outlined in [Policy 1432: Bachelor Degree Requirements](#). This policy states that undergraduates are required to complete the American Institutions (AI) requirement. Historically, these have been double counted in GE Areas D1 and D2, so students do not consider this an extra requirement. Sometimes transfer students do not have the American Institutions requirement satisfied, although they have lower division GE satisfied.

A majority of GE Committee members, by a vote of seven to six, have suggested that the American Institutions (History) requirement be separated from GE Area 4A. Instead of allowing students to count GE Area 4A towards this requirement, students will now need to complete the American Institutions History requirement outside of GE. This has been referred to as Option B but is considered the **majority report**. The **majority report** proposes to decouple the American Institutions requirements, History and Political Science.

	New CSU GE Pattern	Units
1C	Oral Communication	3
1A	English Composition	3
1B	Critical Thinking	3
5A	Physical Science	3
5B	Biological Science	3
5C	Laboratory	1
2	Mathematical Concepts	3
5D	UD Scientific Inquiry or Quantitative Reasoning	3
3A	Arts	3
3B	Humanities	3
3C	Upper Division Arts & Humanities	3
4A	Social and Behavioral Science (GE D3 courses)	3
4B	Social and Behavioral Science (Political Science)	3
4C	Upper Division Social and Behavioral Sciences	3
6	Ethnic Studies	3
	<b>Total</b>	<b>43</b>

Shown in yellow, American History is not in Area 4A, which has been labeled “Social and Behavioral Science”. Prior GE Area D3 courses (from 2020-2021 catalog) would be grandfathered into Area 4A. Students would still have to take American History, but it will not be embedded into GE. In effect, this preserves three units of Cal Poly Pomona’s long standing GE requirements. Students will have to take a social science class as part of GE Area 4A, which can be from any number of departments. The American Institutions requirement would be satisfied by Political Science in GE Area 4B, and an American History requirement outside of GE.

The original pattern submitted in the referral, where American Institutions is still embedded in Areas 4A and 4B, is the **minority report** (previously referred to as Option A). American History and Political Science are still graduation requirements, but they are double counted with GE. The number of units returned to the departments in the **minority report** is five units. The **majority report** returns two units to departments.

Senator Guerrero added that he understands that this is confusing. The consultation process is needed to understand where potential pitfalls may lie.

Senator Adams asked what the UC System does for US History and American and California Government requirements. Is the GE pattern imposed by Cal-GETC going to be a problem for the UC System also? AVP Massa responded that the UC System does this differently. The UC System states that if a student has graduated high school in California, they have met this requirement. The UC System has constitutional independence, and they can do that.

Senator Vallejo thanked the GE Committee for the **majority report**, and all the work put into balancing the options. She appealed to colleagues outside of the College of Letters, Arts, and Social Sciences (CLASS) to recognize the essential contributions of CLASS to the campus. CLASS also supports outside programs; for example, 70% of her mariachi music students are

not music majors but are STEM and business majors. CLASS programs are important for fostering a sense of belonging and ensuring students leave campus with a sense of ethics and community, regardless of their field. She added that during the summer leadership conference, consultants provided information about how to make the campus more unique. She believes that Cal Poly Pomona is setting themselves up for issues if they become a “cookie cutter” campus in the sense of its GE curriculum. She reminded the body that the Academic Senate passed a resolution in October 2022 stating that the revised GE pattern does not allow for high-impact general education coursework, such as life-long learning and first year experience and that reducing lower division general education coursework in the arts and humanities undermines several key elements of the university’s definition of an inclusive polytechnic university. Senator Vallejo emphasized that she wants her students to be capable in math, understand how vaccines work, know how the government functions, and why the earth is round. She stressed the importance of the Academic Senate considering all options carefully.

Senator Givens asked for clarification in the **majority report**, specifically whether Area 4A would have plethora of GE D3 courses and in addition students would have to take a history class to satisfy the American Institutions graduation requirement. In Option A, **the minority report**, students would just have to take history for Area 4A. Senator Guerrero responded that with the **majority report**, students would have all the former D3 courses to choose from, history, economics, etc., but then they would still have to take an American History course as part of the graduation requirement. In the **minority report**, students take history for Area 4A and political science for Area 4B, those are the only options. Senator Givens then asked if under the **majority report** GE pattern, a student could take a history class for Area 4A and double count it as the graduation requirement. Senator Guerrero stated that the American Institutions requirement carries specific criteria that are specific to introductory US history courses. Those courses specifically can only be approved for the graduation requirement, whereas the 4A course would have learning outcomes that are not specifically tied to the American Institutions requirements.

Senator Wachs commented that faculty in CLASS do not want to be in this position, but if the **majority report** is not supported, almost all the social and behavioral sciences will be completely excluded from lower-division general education in Areas 4A and 4B, which are ironically titled “social and behavioral science”. She emphasized that it is incredibly problematic to claim that Cal Poly Pomona is offering a broad-based, useful general education when major disciplines, including psychology—which she noted is the most popular major in the nation—are being excluded from lower-division general education. She added that this situation is not beneficial for students, any of the fields in the social sciences, or education as a whole.

Senator Wachs recognized that this is requirement being imposed on Cal Poly Pomona by the legislature and is pedagogically unsound for CPP students. She also noted that faculty are not being given sufficient time to create real and meaningful solutions. Unfortunately, faculty are being forced into a position, where less-than-ideal solutions need to be considered to maintain the integrity of the GE program. Senator Wachs stated that it needs to be recognized that general education should be broad based and reflect the disciplines that students should be exposed to.

The Provost clarified that it is not guaranteed that departments will get five units returned to them. Not every major will receive five units back, which could lead to a disparate impact on certain majors. This needs to be considered in the **majority report**, as the five units could potentially be reduced to two units. Students taking stretch math or English already have an extra course, putting them at a disadvantage.

Provost Gomez added that she is concerned about the GE Committee’s suggestion to change graduation requirements, noting that this solution arose from consultation. This type of change

requires a broader consultation with the campus community. She added that she understands that some level of consultation is currently on-going, but this change deserves a full vetting with data and impact analyses. There is reluctance to advocate for this change or to preserve First Year Experience (FYE) courses, which are also at risk, due to sensitivity to campus-wide issues. The College of Engineering is most likely going to lose their critical thinking waiver. Provost Gomez stated that it is important to see the outcome of this situation before making decisions. She stressed that shared governance must be reciprocal, and the **majority report** should be presented as its own referral with comprehensive data and analysis before any decisions are made.

Senator Guerrero responded that the GE Committee shares the same concern and has been given a timeline of less than a semester to work on this. On the other hand, there are many ideas about what general education can be and what changes might be instituted, such as FYE, which has been part of the conversation that might come back in some other form. Additionally, part of the conversation is concern that the university is getting into an ongoing situation where the GE pattern is changing every couple of years, which has already been happening over the last few years. Senator Guerrero added that the **majority report** represents the value of GE and these courses, which have been part of the program historically. They are valued, and there should not be a gap, even for a year, for students to take these courses.

Senator Husain concurred with Provost Gomez's comments about the importance of vetting the changes suggested in the **majority report**. For example, Computer Science and Engineering were informed that they have a BIO 1110 requirement, and that course is going from two to three units. Now, departments are scrambling trying to figure out where to allocate that additional unit. College-level data analysis on the impact of this GE change on programs would be very helpful for future discussions. He added that both for the **majority** and **minority** reports, it is important to analyze how these choices affect enrollment in different departments and which options maximize enrollment.

Senator Guerrero responded that part of what the GE Committee wanted to know was how the difference between returning five units or two units, depending on how departments double-count, might theoretically affect departments. The committee would like to have the feedback on what the impacts are to programs.

Senator Blumenfeld, as the CLASS curriculum chair and a representative of psychology, commented that offering a GE area called "social and behavioral sciences" that does not include a majority of the social and behavioral sciences is, on its face, absurd. Psychology courses are important across all disciplines. The student learning outcomes emphasize an individual's connection to societal groups and individuals, which is the essence of what social and behavioral sciences teach. Senator Blumenfeld acknowledged the concerns and the difficulty of the solution but noted that the alternative would be to eliminate a significant number of courses and actively dissuade students from taking these important courses.

Dr. Von Glahn, professor of psychology, endorsed the comments of Senator Blumenfeld, stating that reducing or eliminating social and behavioral sciences is pedagogically unsound. He added that he hopes some of GE Area 4 can include courses like sociology, psychology, and economics, but also preserve the six units of American Institutions, which are more crucial now than ever.

Bruce Brown, professor of economics, asked which of the two plans presented would be most beneficial to transfer students. He emphasized that one important aspect of GE is that it helps students identify the majors they are best suited for. Without exposure to a wide variety of disciplines, such as anthropology, economics, and psychology, students may miss the



opportunity to choose the majors that align best with their strengths, ultimately leading to greater success post-graduation.

Senator Guerrero answered the question about which plan would be the most beneficial to transfer students by saying that, just by his own advising experience, most transfer students do not have to worry about lower division GE requirements, and that the majority of transfer students have the American Institutions requirement satisfied. The difference between the two reports does not impact transfer students substantially. This is for first year students to plan appropriately to be able to take their GE courses and take both American Institutions courses, history and political science.

AVP Massa commented that these are great questions, and this is partly why she believes that the **majority report** should be a separate referral with more time for consideration and consultation. Community colleges have made it clear that students will continue to be able to take one American Institutions course, which will be double counted within GE. Transfer students, with double counting, will have these requirements met. This raises the question of what would prevent students from taking the one American Institutions course at a community college for less money to meet two requirements.

Dr. Massa added that the discussion about losing five units of GE does not apply for all programs. Many majors double-count major requirements with areas that have been cut from GE, so unless the major requirement is cut, they will not gain five units. Some majors double-count across the board, gaining zero units, or increasing by one unit because of the change in Area B. There are many programs that would have to change their curriculum to give up something to make room for 3 units of American Institutions being outside of GE. The question needs to be asked if programs want to move American history outside of GE. That needs to be explored. There is a group looking at bringing FYE requirements into the curriculum, because FYE courses have a dramatic impact on the success of Cal Poly Pomona students.

Lastly, AVP Massa noted that there will be costs associated with this change. While it might seem like students are just swapping one requirement for another, additional sections would need to be established to make this work. Time is needed to determine the exact costs, as it is not free to departments to offer additional courses.

AVP Santiago-Gonzalez stated concern about the impact on transfer students. Transfer students would be eligible to take these courses at a community college and then CPP would require them to take an upper division GE course, as we do with many of the ADT students who do not meet the lower division requirement. Part of the intention of this change is to streamline the transfer process for students. Dr. Santiago-Gonzalez added that she does look forward to seeing the data. She noted that she has seen some data that shows that some programs are not impacted by an additional graduation requirement, but others are severely impacted. She looks forward to partnering with the GE Committee to ensure that students are not delayed for graduation, and that there is an equitable application process for students. There have been several GE patterns over the last few years, four since semester conversion, and this has created some confusion for students. We need to be thinking about how to systematically and effectively support our advisors so they can guide students to their degrees.

Senator Wheeler echoed the sentiment of gathering data by the second reading so that the impact on students is known. The most important thing for this body to do is to ensure that whichever way the vote goes, it is not inhibiting students from graduating. He added that there is a dual outlook on this proposal, because on one hand, it is not a great option to eliminate the courses that students can take to meet their GE requirements, but at the same time, many students, in the financial climate right now, would be okay with taking less courses to graduate if that means less money for their college experience. Senator Wheeler emphasized that he looks

forward to seeing more data at the second reading and letting that data inform the student perspective.

Senator Givens expressed that it is interesting that this new GE pattern aims to streamline the transfer process and make entry into the UC and CSU systems as similar as possible. The goal is to make it easier for students to transfer by allowing them to complete same coursework at a community college and then equally go to a UC or a CSU. However, she noted that this philosophy has its limits due to the differences in the American Institutions requirement. The UCs consider a California high school graduate to have met this requirement, while CSUs have a different criterion. She questioned who determines how the American Institutions requirement is satisfied at the CSU level and whether it is possible to advocate for the CSU system to be treated the same as the UC system if both are supposed to have a common GE pattern.

Dr. Chitra Dabas, professor in Apparel Merchandising and Management, thanked the GE Committee for their diligence in considering this complex situation. She expressed concern about the tight timeline, noting that the questions needing answers and the data needing collection make fall 2025 a challenge. With curriculum sheets due at the end of December and the next reading of this report on December 4, she asked about the plan for programs, as they need to submit their documents for fall 2025.

AVP Massa acknowledged the challenge, noting that if the **majority report** is approved, it would represent a significant change. She mentioned that deadlines might need to be extended, and some work might have to be completed over winter break. The Office of Academic Programs would provide support to departments to meet the tight schedule.

Dr. Dabas added that since faculty will be out after December 20<sup>th</sup>, and they are involved in curriculum development and approval, the deadline for curriculum sheets would need to be in January.

Dr. Massa acknowledged the tight schedule. She explained that the early deadline for curriculum sheets is due to the numerous technical changes required to implement the curriculum into the catalog and ensure students are ready to register. This includes advising, training and class scheduling. If the **majority report** is approved, the Office of Academic Programs will need to develop a plan to extend the curriculum deadline, which could jeopardize registration dates.

Kent Dickson, professor of English and Modern Languages, echoed the points made by other CLASS constituents and acknowledged that some GE courses would be lost with either implementation approach. He emphasized that GE represents the human element; it is meant to provide students, especially those in very tight or technical programs, that human element that teaches them leadership and ethics. GE can show students how, for example, artificial intelligence (AI), can be shaped and developed for the benefit of humankind. Cal Poly Pomona's goal is to develop graduates who enter the world with decision-making skills, not just technical skills.

Senator Gad inquired about what other CSUs are doing to implement these changes and asked what would happen if the campus did nothing.

Senator Guerrero responded that, to his understanding, the Chancellor's Office is in a holding pattern to see how campuses are interpreting Cal-GETC. AVP Massa clarified that Cal-GETC is

the community college GE pattern, not the CSU GE pattern, and that the community college GE pattern is mandating the CSUs make changes to their GE pattern.

Senator Guerrero explained that the way that the graduation requirement is satisfied varies across campuses. Some campuses include the American Institutions requirement as part of their GE pattern, double-counting as Cal Poly Pomona does. Other campuses have decoupled part of the graduation requirement, so this proposal is not out of step from what other CSU campuses are doing. It is not known at this time what other campuses are doing to implement the CSU mandated GE pattern.

Senator Guerrero also noted that the GE Committee has met three times on this referral, partly because the referral was sent to committee on August 28. He acknowledged that there is work to be done, but that the committee has been working tirelessly meeting with different departments, holding town hall meetings, gathering data, etc. The committee only voted on the recommendation last week because of the rushed timeline. Senator Guerrero raised a concern about how much faculty consultation is really being done under this rushed timeline. The committee sincerely wants to work with programs to see how they would be affected by the different options, the double-counting that is done already with the graduation requirement that is proposed to move out of GE, and the GE areas that are being lost due to the mandated pattern. He commented that there is work to be done but the committee is committed to doing that work over the next month before the second reading.

Senator Guerrero answered the question about what if the campus did nothing, he assumes that the **minority option** would be implemented.

Senator Adams acknowledged that reducing GE Areas C and D negatively impacted CLASS, but she noted that the loss of Area E will impact many departments. Colleges have built strong First Year Experience (FYE) programs, which are extremely important, especially for the many first-generation students. She encouraged departments to consider how these type of courses will be offered if not through GE.

AVP Massa presented that for the American Institutions requirement, currently 13 of the 23 CSU campuses require two courses that double-count for GE requirements, just like Cal Poly Pomona does. Two campuses require two courses, and neither of those courses double-count with GE. Two campuses combine the requirement into a single course, which is allowable under Title 5, that is double-counted within Area D. Six campuses require two courses, but only one can be double-counted in GE.

AVP Forward added that with the reduction of Area E, which could also be double-counted within the major for some programs, and the reduction of the arts and humanities requirement, will have varying impacts on different programs. If you double-count the third C2 course, such as English and Modern Language or Spanish, you do not have the reduction. If programs double-count Area E, or Introduction to Psychology, there is not a reduction of four or five units. However, some programs will see a reduction of six units reduction. For example the sciences that already have a three plus one in physical or biological sciences and do not double-count the third C1 or C2 course. He also noted that the reduction of six units are lower-division units, not upper-division units. Dr. Forward requested that faculty be very mindful of transfer students,

since the genesis of this change was to improve ADTs. Community college students that have an ADT are guaranteed priority admission to a CSU campus, and starting in fall 2025 more CSUs will offer a two-year roadmap to graduation for these students. Those five or six units of lower-division unrestricted electives do not necessarily go directly back to a major. If additional requirements that are not part of an ADT are imposed, and those students are admitted to CPP, the ADT agreement is broken, and they will have to take an additional lower-division requirement. This could potentially cause students to not apply to Cal Poly Pomona resulting in a loss of enrollment.

AVP Forward commented that as programs consider the impacts of either option, be mindful of both first-time freshmen and transfer students and how the university can honor ADTs. He added that the College of Business Administration is a great example. Cal Poly Pomona is one of the few campuses that has an ADT for business majors. This has caused enrollment growth in the College of Business Administration, but now that all CSUs will be following this GE pattern, students with ADTs will be looking for campuses that get them out in two years.

Dean of Engineering, Andrew Ketsdever, commented that the new GE pattern removes Area E, FYE, which is the highest impact practice for the College of Engineering. Now that FYE is not part of GE, Engineering will have to incorporate that course elsewhere in the curriculum. There is talk of losing critical thinking requirements within the College of Engineering which amounts to another six units. Additionally, the new laboratory experience that will add one unit. If the American Institutions history requirement is added as a graduation requirement, engineering may save five units, but they are going to have to add ten more units to the curriculum, all in majors that are already over 120 units.

There is nothing to be done about being over 120 units, because that is what is needed for accreditation. The technical content cannot be changed without risking accreditation. There are approximately seven-thousand students in engineering who will be told that they need 130 units to graduate, while other majors on campus are able to graduate students in 120 units. He noted that this is the College of Engineering's reality.

Senator Vallejo mentioned that she is troubled by the way in which social sciences and humanities are being framed as getting in the way of students graduating. She added that she would like to see the data where social sciences and humanities courses are preventing students from graduating in a timely manner.

There was no more discussion on the matter and Vice Chair Hanink commented that this was the first reading of GE-001-245, and the second reading is scheduled for December 4, 2024.

**Clarification on the minutes:** The discussion of the GE report (GE-001-245, General Education Update) could be interpreted to imply that History and Psychology courses would be included in Area 4A under the majority report. The majority report recommends that the new Area 4A consist of GE Area D3 courses from the 2020-2021 catalog. The D3 course list from that catalog

([https://catalog.cpp.edu/preview\\_program.php?catoid=53&pooid=13914&hl=%22general+education%22&returnto=search](https://catalog.cpp.edu/preview_program.php?catoid=53&pooid=13914&hl=%22general+education%22&returnto=search)) does not include any courses from either HST or PSY, so there would be no courses from History or Psychology in the new Area 4A under the majority report.

4. New Business

a. [Out of Cycle Emeritus Request – Dr. Peter Kilduff, Don B. Huntley College of Agriculture](#)

Vice Chair Hanink announced that Dr. Peter Kilduff from the Don B. Huntley College of Agriculture has retired after the regular Emeritus cycle and would like to receive the rights and privileges as Professor Emeritus. The College has recommended that Peter Kilduff be given emeritus privileges by submitting a formal resolution. There needs to be a motion to recommend to President Coley that Dr. Kilduff be given the rights and privileges of Professor Emeritus.

M/s that Dr. Kilduff be given the rights and privileges of Professor Emeritus.

The motion passed unanimously.

5. Old Business

None

6. Discussion

None

The November 6, 2024 Academic Senate Meeting adjourned at 4:28 p.m.