

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

EXECUTIVE COMMITTEE MINUTES

Wednesday, August 27, 2025  
(Hybrid) CLA Building, 98, P2-8  
Zoom Link: <https://cpp.zoom.us/j/88984344460>  
Zoom ID: **889 8434 4460**  
Passcode: **executive**

Attendees: Greg Barding, Aaron Cayer, David Edens, Ghada Gad, Peter Hanink, Rita Kumar, Kelly Min, Brian Newman, Dennis Quinn, Julie Shen, Faye Wachs, and Gerd Welke.

Guests: Laura Massa and Larisa Preiser-Houy

1) Minutes

Executive Committee Meeting Minutes from [April 30, 2025](#)

There was no discussion.

Senator Welke motion to approve. Senator Quinn second.

M/s/p to approve the Executive Committee Meeting Minutes from April 30, 2025.

2) Chair's Report

Chair Hanink welcomed the new Executive Committee members. The Executive Committee members went around the conference table and Zoom to introduce themselves.

Administrator Representatives on Standing Committees AY 2025- 2026

Chair Hanink mentioned the memorandum for the Administrator Representatives on Standing Committees that was sent to Provost Gomez. He also mentioned the practice is that the Academic Senate gives deference to whoever the Provost would like to nominate and appoint. Provost Gomez appointed Dr. Keith Forward as the Administrator Representative for the Elections and Procedures Committee. The remaining Administrator Representative appointments remain the same from AY2024-2025. The reoccurring appointments are Dr. Laura Massa for the Academic Affairs Committee, Dr. Salomon Oldak for the Academic Programs Committee, Dr. Cheryl Koos for the Faculty Affairs Committee, Dr. Aaron DeRosa for the General Education Committee, and Lisa Rotunni for the Budget Committee.

## Meeting with Dr. Laura Massa

The meeting was convened to address concerns raised by faculty and administration regarding the status and operations of the College of Professional and Global Education (CPGE), as well as to discuss emerging policy considerations related to artificial intelligence (AI) in academic settings.

### Key Points: CPGE Status and Oversight

- **Audit and Financial Review:** An audit of CPGE was initiated by Provost Gomez to assess program viability, financial sustainability, and operational consistency. The audit revealed that while some certificate programs were successful and well-enrolled, others lacked demand and were financially unsustainable.
- **Program Approval and Oversight:** Concerns were raised about the approval process for new CPGE programs, particularly the lack of clear criteria distinguishing CPGE offerings from stateside programs. There was a noted shift beginning in Spring of the previous year, with some programs transitioning from self-support to stateside due to limited demand and financial aid eligibility issues.
- **Faculty Compensation and Cost Sharing:** Faculty compensation for CPGE courses has been inconsistent and perceived as arbitrary. There is a need for a standardized principle guiding compensation and cost-sharing between CPGE and academic departments. Issues related to overhead distribution and profit sharing were also highlighted.
- **Transparency and Communication:** Interim Dean Preiser-Houy and Dr. Massa were invited to present the audit findings and provide clarity on the future direction of CPGE, including budget templates, program approval processes, and faculty pay structures.
- **Syllabus Language Proposal:** Dr. Laura Massa proposed that the Academic Senate consider a referral to require all faculty to include explicit language in their syllabi regarding the use of AI. This would clarify whether AI tools are permitted, restricted, or conditionally allowed in each course.
- **Emerging Technology Governance:** Dr. Laura Massa referenced her previous presentation to the Academic Senate Executive Committee regarding the Emerging Technology Governing Group. She emphasized the importance of continuing this work to address the evolving role of AI in teaching and learning.
- **CPGE Presentation:** Interim Dean Preiser-Houy and Dr. Massa will present detailed findings from the CPGE audit and respond to questions regarding program sustainability, faculty compensation, and administrative oversight.
- **AI Syllabus Referral:** The Academic Senate will consider initiating a referral to require professors to include AI-related syllabus language in all syllabi, while leaving the exact language up to the professor.

## Summer Meeting with Interim President Levine

Chair Hanink and Vice Chair Barding met with Interim President Levine during the summer and early August to discuss several key topics anticipated to shape the 2025-2026 academic year.

Key Discussion Points:

- General Education (GE) Changes: There are ongoing questions regarding the future of GE. While recent changes have been implemented, it remains unclear whether additional modifications will follow.
- Interim President Levine's Role and Intentions: Interim President Levine emphasized her role as transitional and described herself as a "caretaker." She clarified that she does not intend to initiate major changes during her interim presidency and will not be a candidate for the permanent position, as stipulated in her contract.
- Faculty Workload and Artificial Intelligence (AI): Concerns were raised about faculty workload and the evolving role of AI in academic settings. These topics were also discussed in a separate meeting with Dr. Laura Massa.
- Leadership Transition Timeline: Interim President Levine referred to her current role as "practicing for the real transition." While no formal timeline has been established, she expressed hope that her interim service would last only a few months. The Chancellor's Office will oversee the presidential search process.

3) Vice Chair's Report

AA-001-256 Creation of Academic Year 5-Unit Time Modules – **REFERRAL**

Discussion: The Executive Committee added Dr. Keith Forward to the Recommended Resources section for the referral. The due date was updated to reflect October 8, 2025, to allow the Academic Affairs Committee more time to work on the referral.

Senator Shen motion to send the referral to committee. Senator Kumar second.

M/s/p to send AA-001-256 to the Academic Affairs Committee with modifications.

AP-001-256 Program Review for BA and MA English - **REFERRAL**

Discussion: The due date was updated to reflect October 8, 2025, to allow the Academic Programs Committee more time to work on the referral.

Senator Welke motion to send the referral to committee. Senator Newman second.

M/s/p to send AP-001-256 to the Academic Programs Committee.

AP-002-256 Program Review for BS and MS Economics – **REFERRAL**

Discussion: The due date was updated to reflect October 8, 2025, to allow the Academic Programs Committee more time to work on the referral.

Senator Edens motion to send the referral to committee. Senator Cayer second.

M/s/p to send AP-002-256 to the Academic Programs Committee.

AP-003-256 Program Review for BS Physics – **REFERRAL**

Discussion: The due date was updated to reflect October 8, 2025, to allow the Academic Programs Committee more time to work on the referral.

Senator Cayer motion to send the referral to committee. Senator Welke second.

M/s/p to send AP-003-256 to the Academic Programs Committee.

#### 4) Reports

There were no reports.

#### 5) Old Business

There was no old business.

#### 6) New Business

The Executive Committee appointed the following faculty members to Service Opportunities:

- **Academic Senate Standing Committees**
  - Academic Affairs: Jiangning Che (AG), Jill Shirley (SCI), and Jie Sun (COL)
  - Academic Programs: Eeman At-Taras (AG) and Shuo Zeng (CBA)
  - Elections and Procedures: Miranda Aiken (AG), Andrew Yoon (COL), and Amber Wu (REL)
  - Faculty Affairs: Emily Kiresich (AG), Evan Ware (CLASS), E'Lisha Fogle (COL), and Paul Hottinger (REL)
  - General Education: Sangho Lee (CBA) and Li Ge (COL)
- **Instructionally Related Activities (IRA) Advisory Committee**
  - L. Lin Ong (CBA)
- **Police Advisory & Safety Committee**
  - Sayda Trujillo (CLASS)

#### 7) Discussion

Academic Senate Summer Meeting: Senator’s Priorities & Suggestions: Chair Hanink’s Thematic Table

| Theme  | Concerns Raised   | Possible Actions  | Urgency  |
|--|---|---|--|
| <b>Budget Transparency, Allocation, and Governance</b> | <ul style="list-style-type: none"> <li>• Confusion about balanced budget vs. austerity.</li> <li>• Lack of clarity on faculty resources, workload, and advancement impacts.</li> <li>• Unclear approval process for large expenditures (e.g., \$4.1M rebranding).</li> <li>• Desire for breakdowns (college-level surplus/deficit, FTE goals, instructional quality).</li> <li>• Facilities planning and sustainability questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide transparent budget presentations with detail.</li> <li>• Clarify Senate’s role in approvals.</li> <li>• Explore creative funding models (self-support, fundraising).</li> <li>• Communicate budget priorities and trade-offs clearly.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Short-term:</b> Increase transparency, clarify processes, and provide updates.</li> <li>• <b>Long-term:</b> Facilities master plan and sustainable funding models.</li> </ul>  |
| <b>Faculty Workload, Advancement, and Support</b>      | <ul style="list-style-type: none"> <li>• Heavy and inequitable service burdens.</li> <li>• Limited advancement opportunities; unclear criteria.</li> <li>• Research time inconsistently allocated.</li> <li>• Faculty mental health support is lacking and hard to access.</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop workload equity policies.</li> <li>• Standardized research release time.</li> <li>• Expand clear RTP / advancement guidelines.</li> <li>• Improve visibility and access to faculty wellness resources.</li> </ul>                                | <ul style="list-style-type: none"> <li>• <b>Short-term:</b> Workload equity measures, immediate faculty wellness access.</li> <li>• <b>Long-term:</b> Structural changes to advancement, research release time.</li> </ul> |
| <b>AI and the Changing Nature of Education</b>         | <ul style="list-style-type: none"> <li>• Lack of faculty training/policies for AI in teaching.</li> <li>• Unclear CPP policies on student AI use.</li> <li>• Broader concerns about AI’s impact on education/enrollment.</li> <li>• Need for emerging tech resources.</li> </ul>  | <ul style="list-style-type: none"> <li>• Offer AI training workshops and faculty guidelines.</li> <li>• Develop clear student AI-use policies.</li> <li>• Invest in central emerging technology labs.</li> <li>• Host forums on AI’s long-term impact.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• <b>Short-term:</b> Create policies and training for AI use now.</li> <li>• <b>Long-term:</b> Infrastructure investments, adapting curricula to AI-driven changes.</li> </ul>      |
| <b>Academic Programs and Instructional Quality</b>     | <ul style="list-style-type: none"> <li>• GE recertification and alignment concerns.</li> <li>• Maintaining quality amid shifting FTE/SFR.</li> <li>• Need to evaluate long-term program viability.</li> <li>• Push for interdisciplinary programs (STEM → STEAM).</li> </ul>  | <ul style="list-style-type: none"> <li>• Strengthen GE oversight / alignment process.</li> <li>• Monitor instructional quality with changing enrollment.</li> <li>• Conduct program viability reviews.</li> <li>• Support interdisciplinary curriculum initiatives.</li> </ul>                    | <ul style="list-style-type: none"> <li>• <b>Short-term:</b> GE alignment and instructional quality safeguards.</li> <li>• <b>Long-term:</b> Program viability reviews and interdisciplinary expansion.</li> </ul>          |
| <b>Shared Governance and Leadership</b>                | <ul style="list-style-type: none"> <li>• Principles of community inconsistently applied.</li> <li>• Staff underrepresented in governance.</li> <li>• Lack of updates on presidential search.</li> <li>• Referral management inefficiencies.</li> </ul>  | <ul style="list-style-type: none"> <li>• Reaffirm commitment to governance principles.</li> <li>• Increase staff representation in governance.</li> <li>• Provide regular presidential search updates.</li> <li>• Streamline referral timelines.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• <b>Short-term:</b> Updates on leadership search, fix referral delays.</li> <li>• <b>Long-term:</b> Structural improvements to shared governance and staff inclusion.</li> </ul>   |
| <b>External Pressures and Institutional Advocacy</b>   | <ul style="list-style-type: none"> <li>• Federal/state attacks on higher education.</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop proactive protection plans.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Short-term:</b> Create contingency plan for political interference.</li> </ul>   |

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|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Fear of political interference (e.g., Columbia/Harvard/UCLA).</li> <li>• Need for active engagement with policymakers.</li> </ul> | <ul style="list-style-type: none"> <li>• Monitor legislation and inform campus.</li> <li>• Strengthen state/federal advocacy networks.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Long-term:</b> Build sustained advocacy and external partnerships.</li> </ul> |
|--|--|---|---|

## CPGE Process for Approving New Programs

Presented by Dr. Larisa Preiser-Houy, Interim Dean CPGE, and Dr. Laura Massa, AVP for Academic Programs

Purpose: To address key questions regarding the College of Professional and Global Education (CPGE), including audit results, program development processes, faculty compensation, and budget practices.

### A. CPGE Audit and Findings

- **Audit Overview:**

A financial and compliance audit was conducted to assess CPGE’s program sustainability, consistency in budget models, and adherence to CSU system-wide policies.

- **Compliance with Faculty Pay Policy:**

The audit identified inconsistencies in faculty compensation practices. CPGE will transition all programs to comply with CSU Collective Bargaining Agreement Policy 23-22, which standardizes faculty pay rates. This policy is updated annually and requires presidential approval for adjustments.

- **Program Viability:**

The audit revealed that while some certificate programs were successful, others lacked enrollment and financial sustainability. This has prompted a shift in some programs from self-support to the stateside to improve access and financial aid eligibility.

### B. Program Development and Budgeting

- **Approval Process:**

Questions were raised regarding the criteria and procedures for approving new CPGE programs. There is a need for clearer guidelines distinguishing CPGE from stateside offerings.

- **Budget and Cost Sharing:**

CPGE is working to standardize budget templates and letters of agreement. Concerns were expressed about overhead distribution and cost-sharing between CPGE and home colleges, including workload equity and faculty compensation.

### C. Action Items

- **Policy Implementation:**  
CPGE will implement Policy 23-22 across all new and continuing programs to ensure compliance with faculty pay standards.
- **Template Standardization:**  
CPGE will continue developing and applying standardized budget templates and program agreements to improve transparency and consistency.
- **Further Clarification:**  
Interim Dean Preiser-Houy and Dr. Laura Massa will provide additional details on audit outcomes, program approval processes, and compensation models in future meetings.

Adjourned @ 4:51 PM