

Minutes

of the Academic Senate Meeting April 13, 2016

PRESENT: Alas (Proxy – Salik), Alex, Dickson, Duran, El Naga, Eskandari, Farmer, Garcia-Des Lauriers, Ghazanfari, Guthrie (Proxy – Ghazanfari), Guyse, Husain, Ibrahim, Kampf, Kopplin, Lloyd, MacNevin (Proxy – Prichard-Schmitzberger), Mao, Mirzaei, Nelson, Neto, Pacleb, Pettengill (No Proxy), Polet, Prichard-Schmitzberger, Salem, Salik, Sancho-Madriz, Shen, Shih, Simjee, Small (Proxy after 4:00 p.m. – Shih), Sohn, Speak, Swartz (Proxy – Speak), Tang (Proxy – Mao), Von Glahn, Winer

GUESTS: S. Alva, B. Bahr, S. Coley, M. Danico, Lea Dopson, H. Evans, Garver, T. Gomez, S. Hilles, N. Hurlbut, S. D. Lewis, J. McGuthry, L. Preiser-Houy, J. Puthoff, D. Quinn, L. Rotunni, S. Srinivas, M. Woo

1. Minutes - March 9, 2016

M/s/p to approve March 9, 2016 Academic Senate Meeting Minutes as written.

2. Information Items

a. Chair's Report

Chair Eskandari welcomed Casandra Horner to the Academic Senate Office. Casandra Horner is splitting her time between Academic Senate and Semester Conversion Offices.

Chair Eskandari reminded the body that in order to maximize the time for the strategic plan discussion, all reports will be written, with the exception of the President and the Provost, unless specifically requested by the report giver.

He thanked all who worked diligently to avert the CFA strike.

In order to address the increased volume of work coming through the Academic Senate, consent agendas will be used for non-controversial committee reports. A consent agenda will consider these reports “packaged” together as one agenda item. This will save meeting time by allowing the Academic Senate to vote on the consent agenda item in one motion. Any senator can ask for item/s to be removed from the consent agenda.

b. President's Report

President Coley reiterated Chair Eskandari's appreciation of those who worked to avert the CFA strike. She thanked all the CFA Executive Board for their spirit of cooperation and collaboration when dealing with the strike uncertainty. There remains uncertainty with the agreement being tentative. The president has been in communication with the Chancellor's Office regarding the budgetary impact that this agreement may have on the campus; and will continue to work with the cabinet, the Academic Senate Executive Committee, and the Budget Committee as more information becomes available regarding the implications to the 2016-17 budget. The President thanked the Academic Senate and the rest of the faculty for their sensitivity during the strike planning and for trying to do what is best for the students.

President Coley attended Advocacy Day in Sacramento and it became clear when talking with local legislators that there is a lack of information regarding the funding of the CSU. Many of them thought that funding for the CSU is included in Proposition 98; where in actuality Proposition 98 sets funding levels for K-12 and community colleges. The President will be meeting with local legislators and sharing more budget information so that they have the tools and understanding of the where the funding for our campus comes from. The President will also be working with the Government Relations people to bring local legislators onto the campus.

On April 25, 2016, the President will conduct her first process “experiment”. The first process being reviewed is the travel policy (applause from the Academic Senate body). The process will bring faculty (from Engineering), students, administrators, and staff together to look at the current process with a goal of eventually getting to a paperless and painless process. John McGuthry and Ben Quillian will be leading this task force. This will be the first of many opportunities to think about creative solutions for the way we operate.

c. Provost's Report

Provost Alva announced that Dr. Lea Jarnagin will be coming on board as the Vice President for Student Affairs.

d. Vice Chair's Report

Chair Eskandari restated that there will be no oral reports and encouraged people to review the written reports on the Academic Senate Website.



04.13.2016 Report
Status Summary.pdf

e. CSU Academic Senate

f. Budget Report



Budget_April_13.pdf

g. CFA Report



CFA-Senate
2016413.pdf

h. ASI Report



ASI Report 4-13.pdf

i. Staff Report

No written report given.

j. Semester Conversion Report

No written report given.

k. GE Committee Directly Converted Courses Report



Directly-Converted
GE Courses_Senate_

Chair Eskandari thanked the GE Committee for all their hard work and stated that of the 215 directly-converted courses received by the committee, 56 have been fully aligned with the new GE learning outcomes and have been approved by the GE Committee and are ready for inclusion in the catalog.

In addition to the work done in the GE Committee, the Academic Programs Committee has been hard at work and there are 18 programs on the consent agenda for today.

3. New Business

a. Resolution – Cynthia Regan, College of Agriculture

Vice Chair Shen presented the emeritus resolution for Cynthia Regan.

Cynthia Regan, Apparel Merchandising & Management Department, has retired after the regular Emeritus cycle and would like to receive the rights and privileges of Professor Emerita. The department has recommended that she be given emeritus privileges and has submitted a formal resolution. The award will be presented in June 2016.

M/s/p that the Academic Senate recommend to President Coley that Cynthia Regan, Apparel Merchandising & Management Department, be given the rights and privileges of Professor Emerita upon retirement.

b. Academic Senate Chair and Vice Chair Nominations

Elections and Procedures Committee Chair Farmer conducted the nominations for Academic Senate Chair and Vice Chair. Article III, Section 9 of the Constitution states:

From among those duly elected members of the Academic Senate, a Chair and Vice Chair shall be elected by the Senate membership.

- A. Election of the Chair and Vice Chair shall take place during the first regularly scheduled Academic Senate meeting in May (**May 4, 2016**).
- B. The nomination period of candidates for the offices of Chair and Vice Chair shall commence at the first regularly scheduled April meeting of the Academic Senate

(April 13, 2016). Nominations, in writing, will be accepted in the Academic Senate office until 5:00 pm on the second Wednesday following the first regularly scheduled Academic Senate meeting in April (**April 27, 2016**) Nominations made after the 5:00 pm deadline shall not be accepted. Candidates shall provide biographical information and a statement of philosophy of shared governance for distribution. This information shall be made available to the electorate.

The nominations were opened for Chair:

- Sep Eskandari, Science

Committee Chair Farmer accepted the nominations and reminded the Senate that nominations will be accepted until April 27, 2016.

The nominations were opened for Vice Chair:

- Julie Shen, Library

Committee Chair Farmer accepted the nominations and reminded the Senate that nominations will be accepted until April 27, 2016.

Consent Agenda

Academic Senate Chair Eskandari reminded the body that the Executive Committee is careful about placing items on the consent agenda that are very simple and straight-forward and are not likely to be controversial. Per procedure, any senator can request that an item be removed from the consent agenda.

- a. AP-001-156, Business Administration, B.S. - Technology and Operations Management – **FIRST READING**
- b. AP-002-156, Business Administration, B.S. – E-Business Option – **FIRST READING**
- c. AP-003-156, Business Administration, B.S. - E-Business Option – **FIRST READING**
- d. AP-004-156, Business Administration, B.S. - Finance Real Estate Law Option – **FIRST READING**
- e. AP-005-156, Business Administration, B.S. - Accounting Option – **FIRST READING**
- f. AP-006-156, Business Administration, B.S. - International Business Option – **FIRST READING**
- g. AP-007-156, Business Administration, B.S. - Computer Information Systems Option – **FIRST READING**
- h. AP-008-156, Business Administration, B.S. - Management Human Resources Option – **FIRST READING**
- i. AP-009-156, Art History Minor – **FIRST READING**
- j. AP-011-156, Studio Art Minor – **FIRST READING**
- k. AP-012-156, Writing Studies Minor – **FIRST READING**
- l. AP-013-156, MA in English - Literary Studies Option – **FIRST READING**
- m. AP-016-156, Discontinuation of Illumination Engineering Minor – **FIRST READING**
- n. AP-017-156, Discontinuation of Ocean Engineering Minor – **FIRST READING**
- o. AP-019-156, Name Change of Human Resources Minor – **FIRST READING**
- p. AP-021-156, Management and Leadership Minor – **FIRST READING**
- q. AP-022-156, Computer Information Systems Minor – **FIRST READING**
- r. AP-023-156, Discontinuation of Total Quality Management Minor – **FIRST READING**

M/s/p to adopt the consent agenda – the vote was unanimous.

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

M/s/p to move the time certain of 3:45 p.m. for Senate Committee Reports to an earlier time. The motion passed unanimously.

a. GE-006-134, FST 325 – Food Safety and Current Issues – **FIRST READING**

Senator Ibrahim presented the report.

M/s to receive and file GE-006-134, FST 325 – Food Safety and Current Issues.

This course was submitted during Spring 2013 to the GE Committee constituted during that year. The consultation was conducted by the previous committee, but then nothing happened with the course. It was resurrected during Winter 2015. The GE Committee examined the documents again and made several recommendations to the authors. The GE Committee subsequently met with the authors to work out all of the expectations in the Expanded Course Outline (ECO). This ECO was revised several times until now when we have a final version that we could present to the Senate.

The course is proposed for the quarter system. This is the last GE course being processed for the quarter system. It is a science synthesis (GE Area B5) course that integrates several disciplines. The subject matter is relevant for all students. The General Education Student Learning Outcomes (SLOs) are well delineated and appropriately discussed. The ECO is clear on how these SLOs will be met.

5. Old Business

6. Discussion

a. Strategic Planning



Senate Engagment
Session 04.13.16.ppt

Senator Alex presented the strategic planning process history. The President hinted at a new strategic planning initiative during the Fall Conference. The process has been in the planning phase since fall 2015. A University Strategic Planning Steering Committee (SPSC) was appointed in January. The SPSC consists of with representatives from administration, faculty, staff, and students. The President is the chair of the committee and the Provost is the co-chair. Senator Alex is the Presidential Fellow on the SPSC. The Senate Chair is also on the SPSC. The vice presidents are serving as ad hoc members providing advice and support to the committee, but they are not voting members. There are consultants assisting the SPSC, whose job is to facilitate the committee keeping on track and meeting the timeline and to provide their expertise on strategic planning. The Strategic Planning website was launched in March. Our goal is to chart the plan for the future; what direction should we go, what are our strengths and weaknesses. Part of that is refreshing our vision and mission statement and that is what the request for information from the campus community will help do. Online feedback forum that asks several questions, want to ensure that faculty voice is heard in this process.

This data will be collected by the SPSC and will be used for formulate some decisions. Feedback forum will be open until April 25, 2016.

The following Stakeholder Engagement Subcommittees have been formed to collect additional input:

- Subcommittee A: Students and Parents
- Subcommittee B: Faculty, Chairs, Deans and Other Academic Leaders
- Subcommittee C: Staff and Administrators
- Subcommittee D: Alumni
- Subcommittee E: Website Data Analysis

Subcommittee B will use a variety of methods to collect information that the SPSC will use in formulating the plan. The subcommittee will solicit input from the Academic Senate, Deans Council, Associate Deans Council, and the University Council of Chairs. In addition, they will request input from faculty via Town Hall meetings and focus groups. The purpose of the Stakeholder Engagement Session today is to gather input from the Academic Senate. This is an initial step in the planning process to help understand and characterize Cal Poly Pomona's current state – what are its strengths, challenges, and areas of opportunity. The SPSC will consider all input, along with a competitive landscape analysis to be developed at a later stage, to help determine strategic alternatives for the university.

Senator Sancho-Madriz, Subcommittee B: Faculty, Chairs, Deans and Other Academic Leaders Lead, conducted the Stakeholder Engagement Session. Academic Senate Chair Eskandari stated that the target audience for the Stakeholder Engagement Session is the Academic Senate body, others were invited to participate, but priority was given to senators.

Senator Sancho-Madriz stated that this is the first of many Stakeholder Engagement Exercises and all input on process improvements is appreciated. The rules of engagement were as follows:

- Be frank and open – no comment will be attributed to a specific person.
- The more feedback provided, the better the data set for the SPSC.
- This is a data collection phase, themes and thread of information may be determined, but no consensus or outcome will be reached at the conclusion of this exercise.

This session was an attempt to understand and characterize where Cal Poly Pomona is currently. Want to identify strengths and opportunities, or challenges, that can be addressed during the strategic planning process. Senator Sancho-Madriz encouraged the Academic Senate to express their aspirations for the university and be frank and honest with their responses. One aspect of the exercise, the written portion, also known as the “sticky technique” was defined to avoid “group thinking” and “peer” influenced answers, as well as to maintain anonymity of the responses. Answers were placed on “sticky paper” and placed in common groups on a larger piece of Post-It paper that detailed the question.

Main discussion topics for this exercise –

- Cal Poly Pomona's areas of strength, which provide a foundation for continued emphasis
- Opportunities or challenges that can be addressed or taken advantage of strategically
- Our unique value proposition and forces in the higher education landscape that may influence our positioning
- Themes or mechanisms we could use to focus the alternatives we consider as a part of the strategic planning process

Topic – Areas of Strength: Question #1: What does [Cal Poly Pomona] CPP do exceptionally well?

Written answers collected and placed on large Post-It paper. The following topics were shared by Senator Alex and Dean of Collins College of Hospitality Management Lea Dopson (members of SPSC and facilitators for this exercise):

- Hands-on learning, learn by doing, experiential learning, contact with faculty in the learning experience
- Diversity, educating first generation students in a cost effective manner
- Reasonable student to faculty ratio, small classes
- Nationally known programs in engineering and architecture
- Community outreach
- Safe campus
- Great location, easy to get to
- Collegial place to work, welcoming

Senator Sancho-Madriz reminded the Academic Senate that even if you did not hear your input read out loud, all input will be correlated into a report that will go to the SPSC.

Topic – Areas of Strength: Question #2: Of the things that have been described as strengths or things Cal Poly Pomona does well, which of these do we do better than other institutions and which do we do as well as other institutions, and indicate what institutions you were thinking of when you considered these strengths?

The following answers were given:

- Love the campus of Cal Poly Pomona, in terms of the physical structure and the beauty of the campus
- Does just as well as UCLA in terms of location and education
- Students excel because of the real world experience; a person who works at Cal Tech commented that CPP students are “amazing” because they have real world experience
- Cal Poly Pomona is a comprehensive university. Great strength that we are comprehensive; we are a broad collection of people. Our breadth is very important.
- Veterinary clinic will only hire CPP students because they have the practical understanding as well as the theoretical understanding.
- Engineering students are technically prepared to enter the work force; UCLA students may be better prepared for the conference room, but CPP students have more technical breadth. You can learn conference room techniques but nothing compares to the technical training received at CPP.
- There is a small school feel even though we are not a small school. That can be a strength and a weakness.
- For a campus that has a large proportion of commuter students, we provide a large number of ways for them to connect with the campus, i.e., design competitions, model UN. These types of activities keep students engaged outside of the classroom.
- The history department offers several courses leading to a “Capstone” experience. The senior thesis is a component to our education that some other colleges/departments do not require. Response from students going into graduate studies what they learned from doing a senior thesis is that they are ahead of the other students going for their Master’s degree.
- Variety of programs offered at CPP; agriculture, hotel management, engineering, business, sciences, all in the same university provides students with a very unique experience.
- CPP does well in its K through 12 outreach.

Topic – Challenges and Opportunities Question #1: What are some of the concerns you have or challenges you think the university faces, either in your experience or what you hear from your peers?

Written answers collected and placed on large Post-It paper. The following topics were shared by the facilitators:

- Lack of sufficient number of tenure track faculty, not enough hiring, student to faculty ratio too high
- Resources – academics, lack of facilities; lack of modern, safe laboratory facilities
- Administrative bureaucracy
- Research being too theoretical
- Graduate studies, issues with master’s and doctoral programs; should not be “UC-lite” in terms of graduate studies programs

Topic – Challenges and Opportunities Question #2: If you could change one thing about Cal Poly Pomona, what would it be and why?

Written answers collected and placed on large Post-It paper. The following topics were shared by the facilitators:

- Majority stated hire more tenure-track faculty
- Business processes – more freedom on how chairs and units manage budget, less bureaucracy, be careful about hiring too much administration
- Reduce class size
- Do something about GE courses
- Resource allocation – make it so you don’t have to fight for resources and making more available for research
- Work environment – how you get here, really stressful
- Improve cross discipline learning

Topic – Value Proposition Question #1: What does it mean to you to be at a polytechnic university?

Written answers collected and placed on large Post-It paper. The following topics were shared by the facilitators:

- Large cluster of “learn by doing”, “hands-on” opportunities for students but there were several different aspects of this cluster. Polytechnic means different things to different people based on their discipline.
- Practical, real world applications ready to go into the work force
- Should be great potential for collaboration based on applied and theoretical disciplines
- Polytechnic means respect for a wide variety of disciplines
- Some comments stated it did not make a difference to them personally
- Collaboration with pure and technical disciplines, but that was not the case
- Having opportunities for research
- More traditional polytechnic wants to focus on STEM
- “To be a well-rounded renaissance scholar”

Topic – Value Proposition Question #2: What is the value of polytechnic universities in higher education and do you see that changing going forward?

- Value of polytechnic is that we are one and however we do that we should use that as an asset going forward. Administrations come and go and a previous administration wanted to change the name because it was felt that “polytechnic” was somehow limiting and diminishing. Whatever we do with it we should use it because it can be a genuine asset.
- Real world relevance and going forward as we face more and more problems with communities and environments the role of polytechnics, in general, will become more and more important.
- The value of hands on and practical education that we have at Cal Poly Pomona. Moving forward with online classes, need to fund student clubs and research so we engage students in other ways.
- Diverse student experience; we offer a unique learning experience to diverse demographics that truly changes their lives. We see what happens to our students before they come to our programs and after, and the change in their lives which is a product of our collective effort - this is what is unique about CPP.
- Important thing is that this is an environment where we can address the pressing problems of society. As we continue to move forward on ideas, like the “internet of things”, we are creating risks and challenges that are more complicated than many of us understand. A polytechnic university is an ideal forum for having a reasoned and balanced discussion of some of the very challenging issues where technology is integrated with society.
- The polytechnic institution is an institution that takes care of graduating students with career oriented majors.
- As we think about the next several decades, the issue of climate change is especially critical and universities like ours have an opportunity to be labs for sustainable living and to point the way for the rest of society. This is a tremendous opportunity that we have but that one that is very difficult and requires new thinking.
- As a student at CPP the value of a polytechnic is walking away with a degree that states polytechnic. The value we have while we are here is living up to that expectation and when I leave I have the value representative of this piece of paper. This is not just a piece of paper, I have a high value education to back it and going forward the emphasis on “learn by doing”, “hands on” approach, I have a higher value education and background when I enter the workplace.
- In the past the connotation of a polytechnic meant learning technical skills and maybe not the theoretical behind it, but in today’s polytechnic that is not true. The students learn all the theoretical skills and then learn the technical skills as well. Polytechnic gives students a “two for one” deal.
- In addition to learning the theoretical and the applicable, it forces us in a growing world where there is anti-intellectualism, where it is hard to get people to trust science, the polytechnic approach is having the theoretical, taking that theoretical and applying it and further communicating it to a very diverse audience showing them how this theory is applicable to their lives and why it needs to be valued and understood. Conveying complex scientific theory to a broad audience.
- Cal Poly should be the center to not only educate our students but also our community on the consequences of advanced technology, not only using technology but also abusing technology. The most recent example that comes to mind is the CEO of Apple and how he used the Federal Government and would not open the back door to Apple’s code. Technology issue is no longer an issue for just engineering students, it is an issue for entirety of society; policy makers, people making economic decisions, the bank issuing loans, the English teachers, everyone, because this is now going into everyone’s lives, as compared to 30 years ago. Going forward, we are responsible for

educating the people around us about technology and the responsible use and development of technology.

- Coming from the art/design world, I always grew up in a learn by doing experience, so at first it did not make sense to me to label CPP “learn by doing” because we do that in the art world. But after thinking about it, we have the opportunity to model and teach other universities on how to teach in a “learn by doing” institution because I think that will be looked at in the future. Cal Poly Pomona will be a standard by which other universities are looking at for practical as well as theoretical.
- Moving forward in a polytechnic environment, we are looking at new ways at looking at the world. Talking about the environment, about technology, about people; it is not just thinking about what we produce or what we teach, it is the possibility of what knowledge does. It is not just learning by doing but is the understanding of how you can shape the world in ways that will be more productive, in ways where you do think about social issues, where you think about technology. Potential of looking and thinking about ways to make this a better place.
- The notion of the future requires us to choose how we are going to define ourselves. Would like to see a polytechnic definition that not only includes the liberal arts but somehow “de-ghettoizes” them; make them central in the discussion in the role of technology. Would like to see strategic decisions regarding the social sciences and humanities programs that allow for collaboration with the sciences.
- Need to be educating thinkers as well as doers.

Topic – Value Proposition Question #3: Continuing to think about higher education broadly, what do you think will be the biggest difference in higher education compared to today in 10 years of more?

- Happening now – customized learning environment, where the student creates a personalized learning environment. Knowledge base not only transmitted in classroom but is transmitted everywhere through the intranet. You don’t need to have a textbook to learn the knowledge.
- As we think about higher education broadly, 10 years from now, there are several possible trajectories, but if higher education continues on its current trajectory, the employment of higher education faculty will be mostly part time and contingent faculty. The implications for higher education are problematic however that is not etched in stone, but the current trajectory is for erosion of tenure-line faculty as a smaller and smaller portion of the university.
- College graduates are “drowning in debt”; broadly speaking the State of California needs to manifest a higher education plan to enable our students to thrive without being buried in debt.
- Trend that we are beginning to see is people with degrees using their education to advocate for others. I think that trend will become more and more apparent for those who have an opportunity to get a degree to give a voice to the underrepresented.
- See a divide happening between training and education. Training is becoming more fragmented into certification types of activities. The pressure then becomes for us as representatives for higher education to continue to provide a product that does provide the value to go with the investment of time; to show why a broad education is important to those in society and to the individual.
- Education in general, not just higher education, is going to continue to diversify and diffuse in society. The way we think about education in these terms is really based on a time when there was a small group of white males who went to school for a specific period. Education now happens because of the intranet and because of a wide variety of kinds of institutions. Our place in the future is going to be based on the importance

of having a community of scholars who have a location in the real world, attached to some geography, so that you get people together to have an experience, a socialization experience, of education. That is what will separate us from the DeVrys and all the training programs.

- Can see a lack of face-to-face time which causes a loss in community and collaborative activities. Since so much of the polytechnic experience is hands-on you have to have that face-to-face time which will separate us from others.
- More disciplines that are not available or even thought of today.
- In the next ten years, CPP will be more needed than ever because of the rising cost of private universities. The price of education will be out of reach for a lot of people.
- Will be more challenging to keep up with technology since it is evolving so quickly.
- The trend that I see happening and which will continue is the importance of communicating what we do at the institution to our larger constituency, not just our students, but their parents and the community. Not just teaching but research scholarship, community activism, but what we as an academic cohort do.

Topic – Priorities and Additional Thoughts Question #1: If you were in a position to donate \$10M to the university, what is the one thing you would want to see that gift applied to and why?

Written answers collected and placed on large Post-It paper. The following topics were shared by the facilitators:

- Overwhelming response for new facilities, state-of-the-art lab space, new colleges
- Financial assistance, merit-based scholarship
- A collaborative space for interdisciplinary research
- Student support – undocumented student center, food pantry since hungry students cannot study, safe places for all types of underrepresented students
- Research and development institute, fund research and collaboration between universities and students
- Student and faculty research, there is a difference in students when they get engaged in research
- Support student travel abroad
- Endowed chairs with faculty support
- Support a senior project to design a new extension to building 17

Topic – Priorities and Additional Thoughts Question #2: Is there anything you were hoping we would discuss but did not?

Senator Sancho-Madriz also asked for input regarding the process, would you change anything about the way the process was presented and handled?

Written answers collected and placed on large Post-It paper. The following answers were shared by the facilitators:

- Administrative positions at the university
- How does Strategic Planning connect with the system plan, down to the department level?
- Impact of Strategic Planning on all of us
- Plans for South Campus
- Faculty work load
- Sustainable state funding model
- Learn by doing has lost its uniqueness

- Probability that this discussion will translate into real change
- Strategy for ethics, gender equality, undocumented students
- K through 12 education, what can we do to solve some issues in the lower grades?
- For future projects ask participants what would make strategic planning more successful and meaningful
- One comment was great job

Academic Senate Chair Eskandari thanked the senate for all the input provided and stated how much he appreciated all the participation and the comments. He reminded the body that this was intentionally meant to be an information gathering session and not a decision making session. All input provided here will be given to the SPSC.

President Coley stated her appreciation for the engagement. The Provost and the President have been discussing ideas presented today that are inspiring and will help build on the rich legacy of this institution. The challenge is how we all come together and move in the direction of the shared vision. There will be additional instances to participate in strategic planning. She reminded the Academic Senate that this is not a decision making activity, it is a data gathering activity. After information gathering we will engage in very deliberate and intentional ways. Strategic planning gets a “bad rap” because at the time it may not seem relevant and does not always connect with what people are doing in the present day; but all input is used to develop a roadmap for the university. Strategic planning is a way to shape the future of the university.

Provost Alva echoed the President’s comments and called this exercise another listening tour. She stated that she was inspired when talking about the future of the institution. The Academic Master Plan will begin in fall 2016. This is an opportunity to intentionally look at degree programs, logistics, class sizes, and what things will enhance the learning experience for the students.

Senator Sancho-Madriz thanked all for participating in this engagement session. He reminded the body that additional feedback is always welcome and that you can provide feedback online at <http://www.cpp.edu/~strategicplan/index.shtml> or via email to the Strategic Planning Steering Committee at strategicplan@cpp.edu.

The Academic Senate Meeting adjourned at 5:00 p.m.