CalPolyPomona

Academic Master Plan

CAL POLY POMONA

An Inclusive Polytechnic University

application of knowledge

critical thinking & problem solving

professional & career readiness

community & global engagement

creativity, discovery & innovation

collaborative learning

diverse & multi-disciplinary perspectives

integration of technology

Academic Years
2018-19 through 2022-23

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Message from the Provost

At Cal Poly Pomona, we strive to be a national leader in delivering an inclusive polytechnic education. In pursuit of this objective and in alignment with our University Strategic Plan, we embarked on an academic master planning process to (1) formulate a collective campus definition of our polytechnic identity, (2) provide actionable recommendations related to our academic mission and priorities, and (3) provide guidance for the campus physical master plan.

The recommendations given in this academic master plan represent the collaborative work and collective vision of hundreds of Cal Poly Pomona students, faculty, staff, and administrators from all divisions of the university. This work is the result of two years of collective and collaborative thinking, visioning, and planning. Initially, the planning process was embarked by members of a steering committee and ten working groups. Subsequently, all members of the campus community diligently participated in focus group and town hall meetings to provide valuable input and feedback to the academic master plan. I am grateful to all who have contributed to developing these recommendations. I am also very proud of the product that is being presented to the campus community.

At the outset, a key goal of the academic master plan has been to arrive at a collective, Cal Poly Pomona definition of a "polytechnic" education. In essence, what does it mean to be a polytechnic institution in the 21st century? What differentiates and distinguishes a degree from Cal Poly Pomona from degrees offered by other institutions? I am delighted that we have collectively defined eight elements that, when applied together and in a synergistic fashion, give strong expression to what it means to be an **inclusive polytechnic university**. These elements will be used to further define the curricular and co-curricular experiences of our students, and prepare them as engaged and responsible citizens not only to tackle the opportunities and challenges facing the world today, but also for the future of work that awaits our students.

In addition, the academic master plan provides broad recommendations for advancing our academic mission. The plan has identified nine areas of focus, referred to as *themes*, and associated *action steps*. Each action step represents an actionable objective that leads toward a

measurable desired outcome and within a realistic timeline. Importantly, each action step identifies key stakeholders and partners that must work together collaboratively and cooperatively in order to achieve the desired objective.

As we embark on the implementation phase of the academic master plan, we will work consultatively and collaboratively with faculty, students, staff, and administrators to achieve the measurable objectives for each of the action steps recommended in the plan. Through a collective, consultative, and iterative process, the key stakeholders and partners will determine the priority as well as the resources required for completing any given action step. I am very excited about this plan and I eagerly look forward to working with all of you to implement the academic master plan.

I offer my heartfelt thanks to the members of the steering committee and ten working groups for their significant contributions to this plan. I would like to especially thank my co-chair, Julie Shen (Librarian and Academic Senate Chair) for her steady and thoughtful leadership throughout the planning process.

With gratitude,

Sylvia A. Alva, Ph.D.
Provost and Vice President for Academic Affairs
Cal Poly Pomona

Executive Summary

Guided by the University Strategic Plan, Cal Poly Pomona's academic master plan (2018-2023) is the result of two years of collective and collaborative thinking, visioning, and planning by members of the campus community. The initial ideas and direction of the plan were established in early 2017 through the excellent work of ten working groups composed of over 100 faculty members, students, staff, and administrators. Subsequently, iterative rounds of discussion, consultation, feedback, and revision involving all campus constituents led to the current version of the academic master plan. The campus community was engaged in the development of the academic master plan through town hall meetings as well as numerous focus groups with key constituents including college deans and associate deans; department chairs; Associated Students, Inc. (ASI); faculty, staff, and students in all eight academic colleges; University Library staff and librarians; staff from the College of the Extended University; and leaders in all university divisions. All throughout this process, incremental changes and revisions to the plan were documented and shared with the campus community: https://www.cpp.edu/~academicplan/.

A major outcome of the academic master plan is the collective campus definition of our inclusive polytechnic education. The planning process devoted considerable time to engaging the campus community regarding the meaning of our polytechnic approach. These conversations led to the emergence of eight elements, which when applied together and in a synergistic manner, give full expression to the inclusive polytechnic experience gained by Cal Poly Pomona students. The eight elements are:

- **application of knowledge**

- **critical thinking & problem solving**

- **creativity, discovery & innovation**

- **diverse & multi-disciplinary perspectives**

- **integration of technology**

- **collaborative learning**

- **community and global engagement**

- **career and professional readiness**

These elements will be used as a framework for designing and refining the curricular and co-curricular experiences of our students in order to prepare them for the opportunities and challenges of today and the future.

The academic master plan provides broad recommendations for advancing our academic mission. The planning process revealed nine broad areas, referred to as *themes*, which will serve to focus our academic efforts for the next five years (2018-19 to 2022-23). The nine themes are:

1. **Inclusive Polytechnic University**

2. **Experiential Learning (Learn by Doing)**

3. **Support to Exemplify Our Inclusive Polytechnic Identity**

4. **Inclusive Student Success**

5. **Degree Program Creation and Growth**

6. **Shaping the Undergraduate Student Population**

7. **Role and Growth of Graduate Programs**

8. **Enhancement and Development of Space to Support the Polytechnic Identity**

9. **Program Review and Assessment**

Each of the nine themes provides actionable recommendations (referred to as *action steps*) to implement measurable objectives related to Cal Poly Pomona's academic mission. Each action step of the plan identifies key stakeholders and partners who will be involved in advancing the objectives of that action step.

Moving forward, the implementation phase of the academic master plan will follow a similar collective, collaborative, and consultative approach as did the development of the plan itself. Working within the existing shared governance structure at Cal Poly Pomona (Academic Senate and Student Government) and with the key stakeholders and partners identified for each action step, the Office of Provost and Vice President for Academic Affairs will coordinate and support committees, task forces, and activities to advance the action steps, and will also provide the necessary infrastructure for tracking and reporting the progress made.

This is an exciting time for Cal Poly Pomona. Under the leadership of President Soraya M. Coley and her Cabinet, the University has recently engaged in a number of planning efforts and initiatives: University Strategic Plan, Academic Master Plan, Campus Master Plan, Branding Initiative, Future of Work Initiative, First Year Gap Analysis, and others. All of these plans are guided and informed by the University Strategic Plan, and are designed to bring an integrated and institutional approach to planning and achieving our goals. Remarkably, all of these plans benefit from and inform one another in a positive and synergistic manner. For example, the

new Cal Poly Pomona [logo](#) (provided by the Branding Initiative) derives its inspiration from the [eight elements of an inclusive polytechnic education](#) (provided by the Academic Master Plan).

Definition, Principles, Committee Structure, Process, and Timeline

Definition of an Academic Master Plan

Academic master plans vary greatly from institution to institution, but they generally answer four different but related questions: (1) who are the students (how many, from where, what level of student; (2) what are the academic programs offered?; (3) how does the university assure the quality of the programs; and (4) what human, fiscal, and physical resources are needed for the students and the programs? *Academic master plans are not operational plans but rather statements of values and directions around the answers to these critical questions.* Operational plans ultimately align with the principles articulated in the academic master plan.

The questions addressed can include:

- Whom do we teach (numbers, where the students come from; graduate and undergraduate)? Can also include principles or parameters for program sizes (growth and stability). Preferences here should be made specific with respect to what is ideal in the final plan. How much detail do you want and need?

- What do we teach? In this case, what new academic programs (undergraduate or graduate) might be important for Pomona to consider adding over the next five to ten years? Should these programs be state-support, self-support, online, or hybrid? I think the Academic Master Plan should answer these specific questions at a level that directs and allows the Provost and the Deans to move forward to act accordingly within the next ten years.

- What are the physical space needs and desirable characteristics and functions of that space of the academic programs that the University will be offering in the next decade? Specifically, are there any obvious program space needs that should be met through utilization of the Lanterman property?

- What directives for physical characteristics are linked to the mission, vision, and values (in particular the "learn by doing" philosophy and the polytechnic mission)? This includes a delineation of the principles preferred in terms of pedagogy.

- What other resource needs are implied by the current and proposed academic programs within enrollment parameters?

- How will the University determine and assess quality of degree programs? What assessment efforts need to be put into place?

Principles to Guide the Academic Master Planning Process

At the outset, it was important to establish the principles that guided the academic master planning process. These principles are:

- The Academic Master Plan process is **not** a program prioritization process nor is it a process to eliminate academic programs.

- The Academic Master Plan is closely aligned with and reflects the current mission, vision, and values of Cal Poly Pomona.

- The development of an Academic Master Plan depends on widespread campus engagement in the conversations leading to the plan.

- The Academic Master Plan must be developed and congruent with the currently developing University Strategic Plan.

- The Academic Master Plan will have direct implications for the Campus Master Plan that is under way.

Committee Structure

As noted above, an important guiding principle for the development of Cal Poly Pomona's academic master plan is transparency, widespread campus engagement, consultation, and inclusion of all constituents in the planning process. As a result of significant consultation with the Academic Senate, the committee structure involved the formation of a steering committee as well as ten working groups.

The Academic Master Plan Steering Committee was co-chaired by Dr. Sylvia A. Alva (Provost and Vice President for Academic Affairs) and Julie Shen (Chair, Academic Senate). The Steering Committee also included key faculty, staff, and administrators who collectively possessed a comprehensive knowledge of campus policies and processes. In all, the Steering Committee was composed of fifteen members including the Provost, Academic Senate Chair, Academic

Senate Vice Chair, a dean, a department chair, a representative from each of the other University Divisions, and representatives from the Provost's leadership team. The membership of the Steering Committee is included in the [Appendices](#).

In addition, ten [Academic Master Plan Working Groups](#) were constituted to work on the initial ideas of the plan. The Steering Committee worked closely with the Academic Senate and Associated Students, Inc. to ensure the following composition for each of the working groups:

- Each working group was composed of 11 members
- 6 faculty members were appointed by the Academic Senate
- 1 student member was appointed by Associated Students, Inc.
- 4 members were appointed by the Provost

While faculty naturally represented the largest constituency on these working groups, academic deans, other senior academic administrators, and other key professionals from across the university were also well represented on each group.

In determining the composition of the working groups, considerable thought and effort was devoted to ensuring representation of diverse perspectives on each of the working groups. Therefore, every attempt was made to ensure that each working group had faculty representing different disciplinary expertise, and that each working group had faculty at the assistant, associate, and full professor ranks. Finally, each working group had representation from other university divisions to ensure that views other than strictly those in the Division of Academic Affairs were adequately captured in the plan. Therefore, in all, over 100 faculty members, students, staff, and administrators actively participated in formulating the ideas that strongly shaped the current version of Cal Poly Pomona's academic master plan.

Critical Questions for Working Groups

Cal Poly Pomona's academic master planning process sought to provide guidance to the following six broad questions:

- What does it mean to be a polytechnic university in the 21st century?

- What pedagogical approaches are appropriate for our learn-by-doing philosophy?

- What is the role of graduate education at Cal Poly Pomona?

- What support structures should exist for faculty and staff?

- How should our learning spaces be designed to achieve our goals?

- How should we assess the effectiveness of our academic programs?

- What enrollment management strategies are appropriate?

To encourage in-depth conversations and discussions related to the broad questions presented above, the work of the ten working groups was prompted by the following eleven critical questions. Each working group was provided the same set of eleven critical questions, and each working group worked independently for two to three months to provide responses to the questions.

1. How does being a polytechnic university shape and direct the academic programs for this university?

2. What does the "learn-by-doing" value mean with respect to academic programs, course design, and pedagogy?

3. What new academic programs should be offered in order to fulfill the polytechnic mission? To respond to economic and workforce needs?

4. As the university manages its enrollment, how does its mission as a polytechnic influence which programs are allowed/encouraged to grow and the size of other programs?

5. As the university manages its enrollment and academic program offerings, what is the ideal mix of undergraduate to graduate students? Of native freshmen to upper division transfer students?

6. What kinds of support do faculty and staff need in order to best exemplify the "learn-by-doing" value?

7. What are the specific recommendations for the enhancement and/or development of new and current academic space that will support the polytechnic mission and the learn-by-doing value?

8. What strategies are needed to advance the student success mission of the university?

9. How should the university effectively assess how and how well our programs fulfill their polytechnic ambitions?

10. In what ways, specifically, does the University's new strategic plan shape the Academic Master Plan?

11. Are there other important issues that are not addressed by the above questions? Please elaborate and make recommendations.

The detailed responses provided by the ten working groups served as the initial material for the formulation of this academic master plan. Subsequently, iterative rounds of discussion, consultation, feedback, and revision involving all campus constituents led to the current version of the academic master plan.

Summary of Process and Timeline

In consultation with the Academic Senate and Associated Students, Inc., Dr. Sylvia A. Alva, Provost and Vice President for Academic Affairs, constituted the Academic Master Plan Steering Committee in September 2016. Provost Alva and then Academic Senate Vice Chair (now Chair), Julie Shen, served as the co-chairs of the Steering Committee. The Steering Committee worked on the initial planning, timeline, Critical Questions for Working Groups, and collaborated closely with the Academic Senate and Associated Students, Inc. to constitute the ten Academic Master Plan Working Groups in October 2016. Each working group worked independently to provide detailed responses to the critical questions.

The initial ideas and direction of the academic master plan were established in early 2017 through the excellent work of ten working groups composed of over 100 faculty members, students, staff, and administrators, who provided detailed responses to the critical questions. Subsequently, in the ensuing two years, iterative rounds of town hall and focus group meetings, discussion, consultation, feedback, and revision involving all campus constituents led to the current version of the academic master plan. The campus community was engaged in the development of the academic master plan through town hall meetings as well as numerous focus groups with key constituents including college deans and associate deans; department chairs; Associated Students, Inc. (ASI); faculty, staff, and students in all eight academic colleges; University Library staff and librarians; staff from the College of the Extended University; and leaders in all university divisions.
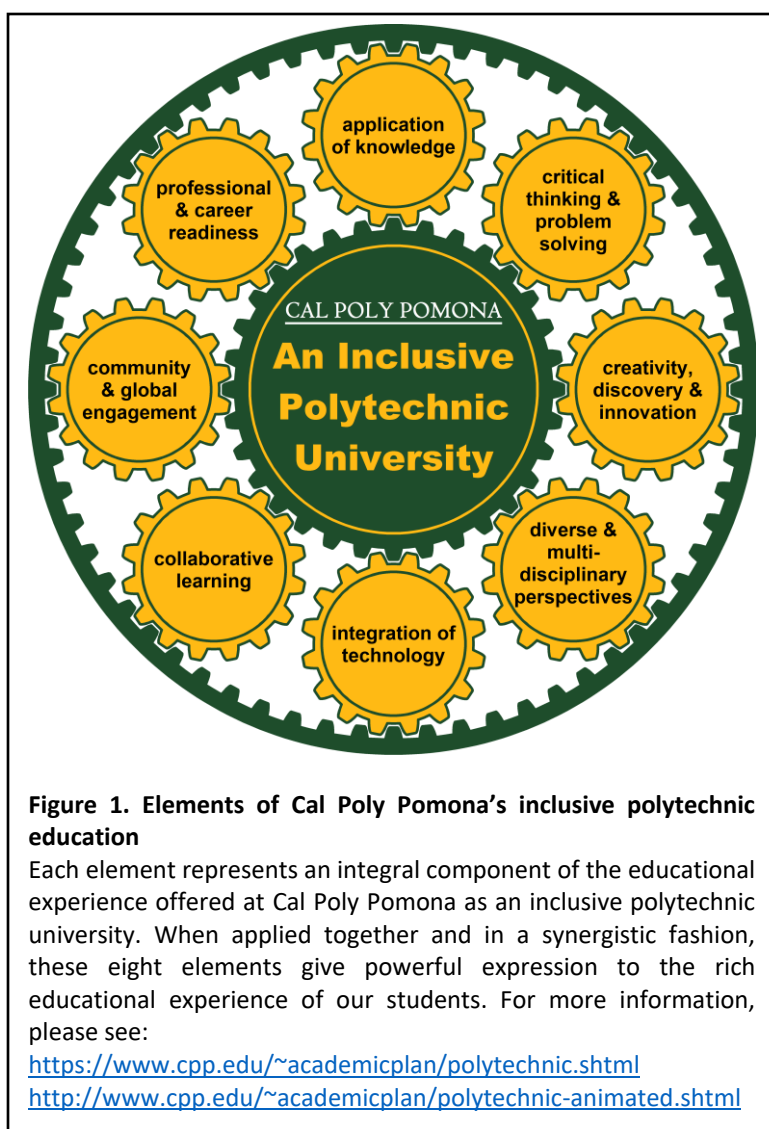
All throughout the academic master planning process, incremental changes and revisions to the plan were documented and shared with the campus community: https://www.cpp.edu/~academicplan/. For a detailed timeline of major events and planning milestones, see Appendix 1: Academic Master Planning Process and Timeline.

Elements of Cal Poly Pomona's Inclusive Polytechnic Education

Guided by the University Strategic Plan (http://www.cpp.edu/~strategicplan/), Cal Poly Pomona places high importance on inclusive academic excellence. Cal Poly Pomona's polytechnic approach provides a high-quality, inclusive, up-to-date, relevant, engaging, and immersive educational experience to our students; one in which theory and practice are linked in curricular and co-curricular experiential learning activities.

Our polytechnic approach is driven by evidence-based pedagogical practices as well as by innovation, and it is supported, enabled, and enhanced by technology. We use multiple modalities of teaching to facilitate and enhance student learning of theoretical principles, and we design a variety of discipline-specific and discipline-appropriate hands-on, real-world experiences to link theory to practice. We incorporate a variety of enriching and high-impact practices to promote student learning and success. The multi-faceted polytechnic approach prepares students for effective entry into the workforce, as well as for the pursuit of advanced professional and graduate studies. Our polytechnic approach instills a collaborative spirit in students and prepares graduates for lifelong learning and problem solving.

The eight elements shown in Figure 1 provide a framework for the polytechnic approach at Cal Poly Pomona. Collectively, these elements give powerful expression to the educational experience of our students. Inclusion of these elements in all

Figure 1. Elements of Cal Poly Pomona's inclusive polytechnic education

Each element represents an integral component of the educational experience offered at Cal Poly Pomona as an inclusive polytechnic university. When applied together and in a synergistic fashion, these eight elements give powerful expression to the rich educational experience of our students. For more information, please see:

https://www.cpp.edu/~academicplan/polytechnic.shtml
http://www.cpp.edu/~academicplan/polytechnic-animated.shtml

curricular and co-curricular activities, as well as in all support services, ensures that our students receive the full benefits of the inclusive polytechnic education offered at Cal Poly Pomona.

It is important to note that the elements are not specific to any discipline. Rather, the elements highlight the educational approach to training our students not only to tackle the opportunities and challenges facing the world today, but also for the future of work that awaits our students. Indeed, the eight elements, organized in the shape of an octagon, served as the inspiration for the new university logo, which

Figure 2. Cal Poly Pomona's new logo. Adopted in 2018 after the University completed a comprehensive branding initiative.

was adopted after completing a comprehensive branding initiative (Figure 2). In what follows, a brief definition and scope of each element is presented.
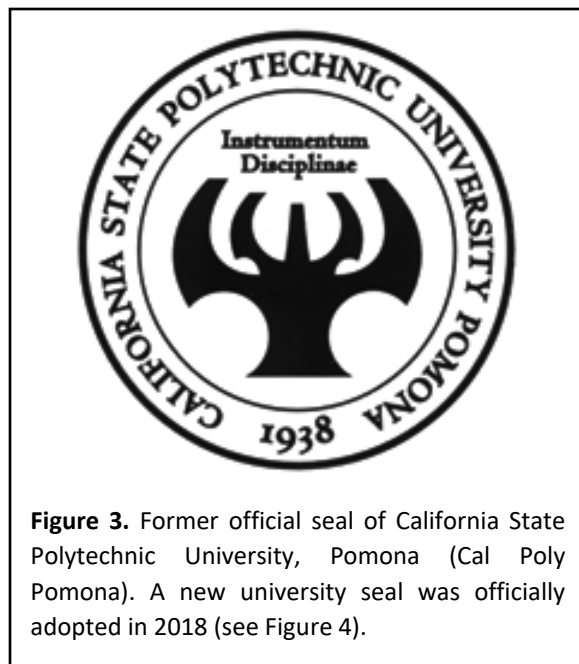
Application of Knowledge

At Cal Poly Pomona, we use multiple modalities of teaching to facilitate student learning of theory, followed by reinforcement of theoretical knowledge through active, hands-on application of principles to address opportunities and challenges of the modern world.

At Cal Poly Pomona, our learn-by-doing tradition dates back to the very beginning of our existence as an institution of higher learning in 1938. Our polytechnic approach is driven by our mission to deliver a high-quality education in which theory and practice are linked in curricular and co-curricular activities. Throughout our 80-year history, our commitment to this hands-on, real-world delivery of education has only been refined and reinforced. We have never deviated from our commitment to expose our students to real-world problems to ensure that they are prepared when they enter the workforce or when they pursue advanced professional or graduate studies. The phrase "learn-by-doing" has both historical and emotional significance for the members of the Cal Poly Pomona community, and we suspect it will continue to live in our oral and written communications. To ensure that our Academic Master Plan is in full alignment with the University Strategic Plan, we now adopt the use of "experiential learning" to refer to all those activities that involve learning while applying fundamental and theoretical principles to real-world situations, opportunities, and challenges.

Application of knowledge, which includes a deep commitment to hands-on, learn-by-doing, was captured in Cal Poly Pomona's motto, *Instrumentum Disciplinae*, and was also displayed on the former university seal (Figure 3).

Several high-impact practices are used by departments and programs to thoughtfully and systematically embed experiential learning experiences in curricular and co-curricular activities. These include hands-on laboratory, activity, and independent study classes; internships; service-learning activities; community-based learning experiences; collaborative team projects; apprenticeships; work study; and project-focused co-curricular activities.

Figure 3. Former official seal of California State Polytechnic University, Pomona (Cal Poly Pomona). A new university seal was officially adopted in 2018 (see Figure 4).

Critical Thinking and Problem Solving

At Cal Poly Pomona, we emphasize the development of critical thinking and problem-solving skills, and integrate active and immersive experiential pedagogies in curricular and co-curricular learning experiences.

We seek to train our students to be problem solvers by applying the fundamental theoretical principles learned in the classroom to real-world situations, opportunities, and challenges. Incorporation of problem solving learning activities in curricular and co-curricular exercises necessitates active learning which reinforces learned facts, theories, and techniques and, in turn, promotes high-level intellectual processes such as reflective and integrative information processing, analytical thinking, critical thinking, and qualitative and quantitative analyses. Whether problem solving activities are used in the classroom or as part of a research or creative project, performance, production, or senior culminating experience, they instill a strong sense of purpose and direction in students. This approach prepares students to use a thoughtful, methodical, and fact-based approach to solving real-world problems.

Creativity, Discovery, and Innovation

At Cal Poly Pomona, our academic programs connect theory, practice, and research, and are focused on creativity, discovery, and innovation.

At the core of providing experiential learning opportunities in preparation for the real world is the desire to create learning environments for students which promote creativity, discovery, and innovation. While there are many ways in which these goals can be accomplished, none is more effective than creating opportunities for close student-mentor interaction in pursuit of research, scholarly and creative activities, applied projects, senior culminating experiences or capstone projects, performances, productions, and other types of focused, engaging, and immersive educational experiences guided by expert faculty and professional staff. Such activities are well-known high-impact practices that promote and enhance multiple dimensions of our student success framework at Cal Poly Pomona. They also promote and support our commitment to the teacher-scholar model, which ensures that faculty members remain highly-qualified, intellectually engaged and productive, and at the cutting edge of their disciplines.

The importance of this element cannot be understated. Creativity, discovery, and innovation are also prominently addressed in the [University Strategic Plan](). Moreover, as a result of a comprehensive campus [branding initiative](), the new university seal prominently displays *creativity, discovery, and innovation* (Figure 4).
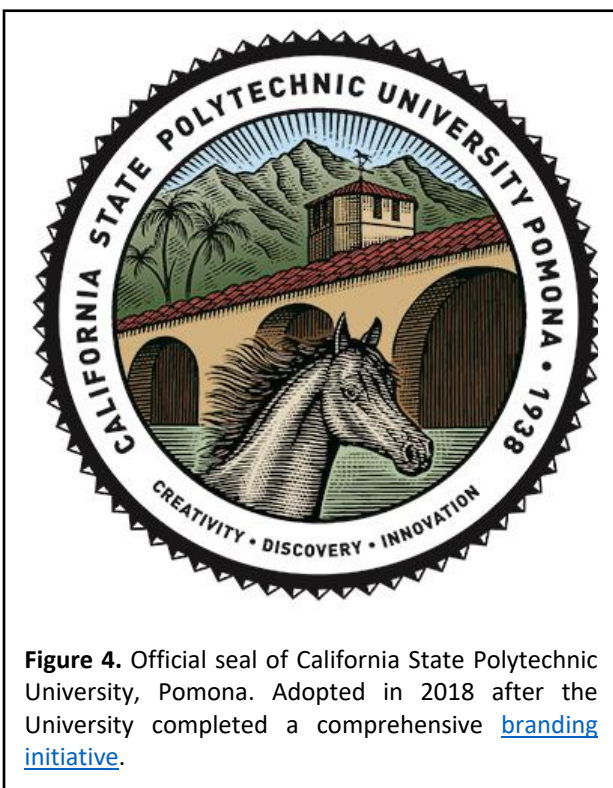
Figure 4. Official seal of California State Polytechnic University, Pomona. Adopted in 2018 after the University completed a comprehensive [branding initiative]().

Diverse and Multi-Disciplinary Perspectives

At Cal Poly Pomona, we value diversity, diverse perspectives, and inclusivity, all of which are integral to multi-disciplinary and collaborative teaching, learning, discovery, and innovation.

Today's opportunities and challenges can seldom be addressed by using the principles and tools of only one discipline. Often, not only is it necessary to include fundamental principles as well as techniques from multiple disciplines, but it is also necessary to include diverse human

perspectives as well as to draw synergistic links and connections between areas of human expertise. Advances in human understanding and, indeed, paradigm shifts occur when multiple minds bring diverse perspectives and, in addition, the knowledge base, tools, techniques, and approaches of different disciplines to illuminate the problem at hand. While specific expertise in various disciplines is necessary to bring about successful inter-disciplinary and multi-disciplinary collaborations, it is not sufficient. We believe that, in addition, there is a need for a strong presence of the liberal arts and humanities in our curricular and co-curricular activities in order to ensure that goals, objectives, and efforts are aligned with broader moral, ethical, legal, and societal contexts.

Integration of Technology

At Cal Poly Pomona, we use evidence-based approaches to integrate technology in support of excellence in curricular and co-curricular pedagogies.

Technology plays a large role at a polytechnic university. Our pedagogical practices and designs are based on evidence. However, innovation and creativity, enabled and supported by the latest technology, play important roles in delivering the quality polytechnic education associated with Cal Poly Pomona. At all times, it is important to recognize that pedagogy drives the teaching and learning agenda. Technology merely enables, supports, enhances, and brings to fruition evidence-based or innovative pedagogical designs and practices. Technology also plays an important facilitative role in performing and analyzing assessments and reviews both at the class and programmatic levels. Incorporation of established and emerging tools in our curricula will continue to be a hallmark of our polytechnic approach.

Collaborative Learning

At Cal Poly Pomona, we embrace team approaches to foster collaborative teaching, learning, discovery, and innovation.

Common intellectual experiences, learning communities, collaborative projects, and collaborative assignments have all been recognized and documented as high-impact practices that promote student learning and success. Teamwork and group approaches to learning and solving problems are at the core of instilling strong interpersonal and leadership skills in students, and preparing students for productive and fulfilling lives and careers. They are also at the core of imparting the realities of innovation in a modern and fast-paced world. The ability to work effectively within multidisciplinary and interdisciplinary teams is the first prerequisite in

tackling opportunities and challenges in a complex modern world. Such synergistic collaboration is also an essential ingredient in creating an environment that promotes creativity, discovery, and innovation.

Community and Global Engagement

At Cal Poly Pomona, we are engaged with our community, link our academic programs to local and regional stakeholders, and have an understanding of global perspectives and trends.

The University Strategic Plan calls for creating conditions that help our students become responsible and ethical citizens who are civic minded and are engaged with the local and global communities. The strong liberal arts and general education components of our polytechnic approach place heavy importance on these values. Cal Poly Pomona is a comprehensive university committed to strong engagement with our local communities. We understand the importance of our reciprocal and beneficial interactions with our local and surrounding communities. We know that Cal Poly Pomona serves as an intellectual and economic engine for the local region and, in turn, we recognize that local internships, service-learning activities, and other community engagement opportunities serve as critical components of the polytechnic education we offer our students. Moreover, industry partners enrich and expand opportunities for students, faculty, and staff. We aim to make Cal Poly Pomona more of a destination and focal point for our local populations. We are also keenly aware of the global nature of modern opportunities and challenges. Through international exchange and study abroad programs, we wish to have a global presence, which will in turn expose our students to different cultures, views, ideals, and approaches of diverse peoples of the world.

Professional and Career Readiness

At Cal Poly Pomona, our curricular and co-curricular learning experiences optimize students' professional and career readiness.

When properly incorporated into curricular and co-curricular activities, the polytechnic elements listed above ensure that our graduates are ready to enter the workforce as effective, responsible, and ethical citizens. The polytechnic method instilled in our students ensures that our graduates are not only ready to seek solutions to challenges and problems, but also have their eyes on the horizon for emerging trends, opportunities, and risks. The polytechnic approach instills a desire in our students to be not only astute students of today's issues, but also lifelong learners who can tackle the opportunities and challenges of tomorrow. Our

graduates are ready for productive work today, and also for the future of work as career opportunities and necessities evolve.

Academic Master Plan Themes and Action Steps

The academic master planning process has identified nine broad areas of focus, referred to as **themes**. Each of the nine themes addresses important goals that must be achieved in order to advance our academic mission. Each theme has a number of **action steps**. Each action step represents an actionable objective that leads toward a measurable desired outcome and within a realistic timeline. Moreover, each action step identifies key stakeholders and partners that must work together collaboratively and cooperatively in order to achieve the desired objective. As appropriate and necessary, additional partners may be called upon to help advance any given action step. The nine themes are:

1. **Inclusive Polytechnic University**

2. **Experiential Learning (Learn by Doing)**

3. **Support to Exemplify Our Inclusive Polytechnic Identity**

4. **Inclusive Student Success**

5. **Degree Program Creation and Growth**

6. **Shaping the Undergraduate Student Population**

7. **Role and Growth of Graduate Programs**

8. **Enhancement and Development of Space to Support the Polytechnic Identity**

9. **Program Review and Assessment**

It is important to note that no order of importance is implied by the numbered lists of themes and action steps. Rather, during the implementation phase of the academic master plan, through a collective and consultative process, the key stakeholders and partners will determine the priority as well as the resources required for completing any given action step. The nine themes and the associated action steps are detailed below.

1. Inclusive Polytechnic University

Members of the campus community strongly believe that Elements of Cal Poly Pomona's Inclusive Polytechnic Education are most effective when they are introduced together and in a synergistic manner to enrich our students' curricular and co-curricular experiences. Intentional and integrative incorporation of the polytechnic elements in all academic and co-curricular activities (courses, degree programs, student clubs, etc.) ensures that all Cal poly Pomona students receive full exposure to, and benefit from, the polytechnic elements. The following action steps aim to achieve the above-mentioned vision.

Action Steps

1.1.   Use the elements of an inclusive polytechnic education as a framework to:

1.1.1.   Use the existing shared governance structure to establish student learning and curriculum guidelines and expectations for the development, ongoing review, and assessment of academic programs. The program guidelines should be flexible enough to allow for (i) differences in disciplines, (ii) incorporation of accreditation standards, and (iii) accommodation of new and emerging trends within the discipline.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Senate; Curriculum Committees; Academic Programs; Associated Students, Inc.

1.1.2.   Expand the impact and extent to which students experience the elements of our inclusive polytechnic identity at the program level through course and pedagogy re-design.

Implementation timeline: Academic years 2019-20 and 2020-21

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Senate; Curriculum Committees; Faculty Center for Professional Development; Center for Community Engagement; Associated Students, Inc.

1.1.3.   Enhance and increase the range of co-curricular experiences for students. This will be accomplished through strong partnerships within and between all university divisions.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Department Chairs; Faculty Center for Professional Development; Office of Undergraduate Research; Center for Community Engagement; Innovation Lab; Student Life and Cultural Centers; Career Center; Associated Students, Inc.; Educational Opportunity Program (EOP); Summer Bridge; Division of Student Affairs; Division of Information Technology; Division of Administrative Affairs; University Advancement; Cal Poly Pomona Foundation, Inc.

1.1.4. Support the development of e-portfolios and digital badges for students participating in co-curricular activities.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Programs; Faculty Center for Professional Development; Office of Undergraduate Research; Center for Community Engagement; Innovation Lab; Student Life and Cultural Centers; Career Center; Associated Students, Inc.; Educational Opportunity Program (EOP); Summer Bridge; Division of Information Technology

1.2. Distinguish and explain the unique characteristics of the liberal arts in an inclusive polytechnic university, how we prepare students for civic engagement and the future of work, how we promote a culture of lifelong learning, and how we instill in our students to be responsible community members and global citizens.

The General Education curriculum at Cal Poly Pomona constitutes 40% of the course load taken by students. Therefore, incorporation of the elements of an inclusive polytechnic education in the General Education curriculum provides a key opportunity to create common and shared polytechnic experiences for our students.

Charge the General Education Committee of the Academic Senate to ensure that the General Education curriculum broadly and fully incorporates the eight elements of our inclusive polytechnic education.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Academic Senate; Department Chairs; Student Life and Cultural Centers; Associated Students, Inc.

2. Experiential Learning (Learn by Doing)

Cal Poly Pomona has a strong tradition of using learn-by-doing as a foundation of its educational philosophy. Learn-by-doing is not synonymous with polytechnic, but rather an effective means by which we give expression to the implementation of our inclusive polytechnic identity. We link theory and hands-on practice in all curricular and co-curricular activities. Our learn-by-doing philosophy demands meaningful interactions between faculty and students in appropriately-sized classes. Our students' learning experiences extend beyond the traditional classroom to include internships, service-learning, project-based learning, community engagement, research, study abroad, learning communities, student club activities, and other high-impact practices. This hands-on, engaging, and immersive approach ensures that our students are job and profession ready — not only for today's professions, but also for the professions of tomorrow. The following action steps serve to increase and number and enhance the range of learn-by-doing experiences for Cal Poly Pomona students.

Action Steps

2.1.   Complete an inventory of existing internships, service-learning activities, fieldtrips, research, independent study, and other activities. The purpose is to catalog the range of experiential learning (learn-by-doing) activities across colleges.

2.1.1. In academic year 2018-19, a task force with representatives from all divisions and all academic colleges will develop an inventory of experiential learning activities and other polytechnic experiences at Cal Poly Pomona. The inventory should include curricular as well as co-curricular activities and should indicate alignment of activities with the elements of Cal Poly Pomona's inclusive polytechnic identity.

Implementation timeline: Academic year 2018-19

Key stakeholders and partners: Faculty; Students; Academic Senate; Department Chairs; Kellogg Honors College; Office of Undergraduate Research; Innovation Lab; Center for Community Engagement; International Center; Career Center; Student Life and Cultural Centers; Athletics; Associated Students, Inc.; Educational Opportunity Program (EOP); Summer Bridge; representatives from all University Divisions; Academic Research and Resources; Division of Information Technology

2.1.2. The task force will develop the methodology by which the database of experiential learning activities and other polytechnic experiences will be maintained, kept current, and disseminated.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Academic Senate; Department Chairs; Kellogg Honors College; Office of Undergraduate Research; Innovation Lab; Center for Community Engagement; International Center; Student Life and Cultural Centers; Athletics; Associated Students, Inc.; Educational Opportunity Program (EOP); Summer Bridge; representatives from all University Divisions; Academic Research and Resources; Division of Information Technology

2.2. Strategically increase opportunities for students to engage in curricular and co-curricular experiential learning activities and other inclusive polytechnic experiences.

Implementation timeline: Academic years 2019-20 and 2020-21

Key stakeholders and partners: Faculty; Students; Academic Senate; Department Chairs; Kellogg Honors College; Office of Undergraduate Research; Innovation Lab; Center for Community Engagement; International Center; Career Center; Student Life and Cultural Centers; Athletics; Associated Students, Inc.; representatives from all University Divisions; Alumni Affairs

2.3. Promote global competency:

2.3.1. Internationalize the curriculum by (i) embedding international elements into existing courses, and (ii) increasing the number of globally focused course and curricular offerings.

Implementation timeline: Academic years 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Academic Senate; Department Chairs; International Center

2.3.2. Increase students' global awareness and understanding by increasing study-abroad and student exchange programs.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Advisors; International Center; Global Education Institute; Strategic Communications; Associated Students, Inc.

2.3.3. Expand support for students to participate in study-abroad and student exchange programs.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Deans; International Center; College of the Extended University; Associated Students, Inc.; University Advancement

2.3.4. Increase the number of international students, and integrate international student recruiting and inclusion across the university community.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Students; International Center; Enrollment Management and Services; Admissions and Enrollment Planning; Outreach, Recruitment, and Educational Partnerships; College of the Extended University; Global Education Institute; English Language Institute; Associated Students, Inc.

2.3.5. Increase faculty engagement through international faculty exchange, joint research, visiting scholar programs, and international conferences/seminars.

Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Department Chairs; Associate Deans; Deans; Research, Innovation, and Economic Development; International Center; Global Education Institute

2.3.6. Support the enhancement of Cal Poly Pomona's global prestige by broadening international partnerships and promoting our exemplary "experiential learning" philosophy internationally.

Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Department Chairs; Associate Deans; Deans; International Center; Global Education Institute; University Library

2.3.7. Institutionalize programs to support student and faculty participation in study abroad and international exchange endeavors.

Implementation timeline: Academic years 2020-21 and 2021-22

Key stakeholders and partners: Faculty; Students; Department Chairs; Kellogg Honors College; Associate Deans; Deans; International Center; Global Education Institute; Associated Students, Inc.

3. Support to Exemplify Our Inclusive Polytechnic Identity

The inclusive polytechnic education we aspire to deliver to our students requires appropriate levels of support. Teacher-scholar faculty, highly qualified staff, and other professionals play essential roles in supporting academic excellence. Moreover, suitable infrastructure must be established and maintained to enable and facilitate collaborative and interdisciplinary research, discovery, and innovation. The following action steps highlight important areas where additional and ongoing support are needed.

Action Steps

3.1.   Implement a 3–5 year plan for hiring tenure-track faculty to increase tenure density and faculty diversity.

   3.1.1. Cal Poly Pomona will increase its tenure-density by 2% every year for the next five years (2018-19 to 2022-23). Under the direction of the President, the Provost & Vice President for Academic Affairs will work closely with the Vice President for Administrative Affairs & Chief Financial Officer to develop and implement a fiscally sound multi-year tenure-track faculty hiring plan. The offices of Academic Planning & Resources, Faculty Affairs, and Academic Research & Resources will track and report tenure-density every Fall and Spring semester.

   Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Faculty; Department Chairs; Associate Deans; Deans; Faculty Affairs; Academic Planning and Resources

   3.1.2. Cal Poly Pomona will increase the diversity of its faculty by developing a comprehensive inclusive faculty recruitment plan, with the objectives of increasing the percentage of women and under-represented minorities in applicant pools and finalist pools.

   Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Faculty; Department Chairs; Deans; Faculty Affairs; Equity, Inclusion, and Compliance

3.2.   Hire faculty who exemplify the polytechnic identity and have a demonstrated commitment to inclusivity and diversity.

   3.2.1.   Recruitment efforts by colleges and departments will articulate how newly-allocated faculty positions support and advance the inclusive polytechnic identity of Cal Poly Pomona.

   Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Faculty; Department Chairs; Deans; Faculty Affairs; Equity, Inclusion, and Compliance

   3.2.2.   Applicants to faculty positions will address alignment of their teaching, research, and service activities and goals with the elements of Cal Poly Pomona's inclusive polytechnic identity.

   Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Faculty; Department Chairs; Deans; Faculty Affairs; Equity, Inclusion, and Compliance

3.3.   Implement programs to support and retain faculty and staff.

   3.3.1.   In academic year 2018-19, conduct a faculty and staff work satisfaction survey.

   Implementation timeline: Academic year 2018-19

   Key stakeholders and partners: Faculty; Staff; Associate Deans; Deans; Faculty Affairs; Academic Research and Resources; Staff Council; Employee and Organizational Development and Advancement

   3.3.2.   Guided by the results obtained by the work satisfaction surveys, implement programs to improve faculty and staff satisfaction at Cal Poly Pomona.

   Implementation timeline: Academic years 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Faculty; Staff; Associate Deans; Deans; Faculty Affairs; Staff Council; Employee and Organizational Development and Advancement

   3.3.3.   Implement programs that promote, support, and sustain faculty and staff well-being and wellness.

   Implementation timeline: Academic years 2019-20; 2020-21, 2021-22, and 2022-23

> **Key stakeholders and partners:** Faculty; Staff; Associate Deans; Deans; Faculty Affairs; Staff Council; Integrated CARE Network; Employee and Organizational Development and Advancement

3.4.   Enhance support for faculty scholarship and professional development.

    3.4.1.   Cal Poly Pomona will expand its support for faculty research, scholarly, and creative activities through internal and external funding sources.

        Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

        Key stakeholders and partners: Faculty; Department Chairs; Deans; Research, Innovation, and Economic Development; Faculty Affairs; Faculty Center for Professional Development; Academic Planning and Resources; University Advancement

    3.4.2.   The Faculty Center for Professional Development will provide regular workshops to faculty with the aim of expanding the portfolio of experiential learning opportunities inside and outside of the classroom.

        Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

        Key stakeholders and partners: Faculty; Faculty Center for Professional Development; eLearning; Faculty Affairs

3.5.   Enhance support for student engagement in research, discovery, and innovation.

    Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

    Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Office of Undergraduate Research; Innovation Lab; Center for Community Engagement; Research, Innovation, and Economic Development; University Library; Division of Student Affairs; Division of Information Technology; Associated Students, Inc.

3.6.   Assess the needs of students, faculty, programs, and departments for services and resources offered by the University Library (including staffing and collections).

    Implementation timeline: Academic year 2019-20

    Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; University Library; Associated Students, Inc.

3.7.   Support academic programs to offer majors an earlier, ongoing, and consistent link between disciplinary content and career and professional work.

   Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Center for Community Engagement; Career Center; Associated Students, Inc.; Alumni Affairs

3.8.   Engage external stakeholders to create opportunities to support academic programs; promote applied research and other high-impact practices; and seek funding for research, facilities, and equipment.

   Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Department Chairs; Deans; Research, Innovation, and Economic Development; University Advancement

3.9.   Streamline administrative processes for internships, service-learning activities, fieldtrips, and independent study activities.

   Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Center for Community Engagement; Academic Programs

3.10.   Streamline administrative processes for faculty activities, such as faculty recruitment, reappointment, tenure, and promotion (RTP) process, faculty travel, teaching innovation, etc.

   Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Faculty Affairs; Faculty Center for Professional Development; Division of Administrative Affairs

3.11.   Enhance support for study abroad programs.

   Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

   Key stakeholders and partners: Faculty; Students; Department Chairs; Deans; College of the Extended University; International Center; Associated Students, Inc.

3.12. Support faculty externships, joint research, faculty exchange, and visiting international scholars programs.

Implementation timeline: Academic years 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Department Chairs; Deans; College of the Extended University; Research, Innovation, and Economic Development; Faculty Affairs

3.13. Develop a staff hiring plan that is aligned with meeting the goals of delivering an inclusive polytechnic education.

Implementation timeline: Academic year 2020-21

Key stakeholders and partners: Faculty; Students; Staff; Staff Council; Department Chairs; Directors; Associate Deans; Deans; Associate Vice Presidents; Academic Planning and Resources

3.14. Provide professional development opportunities for staff.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Staff; Staff Council; Department Chairs; Directors; Associate Deans; Deans; Associate Vice Presidents; Employee and Organizational Development and Advancement

4. Inclusive Student Success

At Cal Poly Pomona, we embrace a holistic model of student success. All members of the campus community contribute intentionally and meaningfully to student learning, student well-being, student personal and intellectual maturation, and preparing students for responsible and engaged citizenship, work, advanced studies, and lifelong learning. The following action steps provide specific strategies for advancing our holistic student success mission.

Action Steps

4.1.   Develop a holistic and integrated student success model as a collaborative effort between Academic Affairs and Student Affairs that begins with pre-matriculation and continues through career, and includes well-defined yearly student success roadmaps.

4.1.1.   By end of academic year 2017-18, an integrated, holistic student success model will be finalized that begins with pre-matriculation through career, and includes well-defined yearly student success roadmaps.

Implementation timeline: Academic year 2018-19

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Senate; Associate Deans; Deans; College-Based Success Teams; Student Success; Associated Students, Inc.; Division of Student Affairs

4.2.   Increase opportunities for students to engage in high-impact practices.

4.2.1.   By June 2018, complete an inventory of all required and available high-impact practices in all programs.

Implementation timeline: Academic year 2018-19

Key stakeholders and partners: Faculty; Students; Department Chairs; Kellogg Honors College; Office of Undergraduate Research; Innovation Lab; Center for Community Engagement; International Center; Student Life and Cultural Centers; Athletics; Associated Students, Inc.; Educational Opportunity Program (EOP); Summer Bridge; representatives from all University Divisions

4.2.2. Assess the impact of student engagement in high-impact practices on student learning and success.

Implementation timeline: Academic year 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Academic Programs (Assessment and Program Review); Academic Research and Resources; Associated Students, Inc.

4.3. Remove/mitigate institutional and administrative impediments to degree completion.

4.3.1. By Winter 2018, implement a streamlined redesign of graduation process with one-time fee.

Implementation timeline: Academic year 2018-19

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Senate; Academic Advisors; College-Based Student Success Teams; Student Success; Registrar's Office

4.3.2. By Fall 2019, move all academic petitions and forms to on-base with Docu-sign for efficient processing and tracking.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Advisors; College-Based Student Success Teams; Student Success; Registrar's Office; Division of Information Technology

4.3.3. Deploy and leverage E-advising tools that support students' academic planning and pathways for a timely path to degree.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Advisors; College-Based Student Success Teams; Bronco Advising Center; Registrar's Office; Learning Resource Center; Division of Student Affairs; Educational Opportunity Program (EOP); Division of Information Technology; Associated Students, Inc.

4.3.4. Expand graduation pledge programs (California Pledge and Cal Poly Pomona Pledge) to support "Take 15/Finish in 4/Finish in 2 campaigns".

Implementation timeline: Academic years 2018-19, 2019-20, and 2020-21

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Advisors; Bronco Advising Center; Orientation Services; Associated Students, Inc.

4.3.5. By end of academic year 2017-18, expand Summer Completion grants for students 0-8 units to degree enrolled in Summer Session.

> **Implementation timeline:** Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

> **Key stakeholders and partners:** Faculty; Students; Department Chairs; Academic Advisors; Bronco Advising Center; Academic Research and Resources; Student Housing; Parking and Transportation Services; Bronco Bookstore; Financial Aid and Scholarships; College of the Extended University; Associated Students, Inc.

4.3.6. By Spring 2018, fully develop and implement a comprehensive financial literacy program.

> **Implementation timeline:** Academic years 2018-19 and 2019-20

> **Key stakeholders and partners:** Faculty; Students; Department Chairs; Academic Advisors; Financial Aid and Scholarships; Associated Students, Inc.; Student Life and Cultural Centers; Orientation Services

4.3.7. By Spring 2018, expand the "I Am First Campaign" to engage/partner first generation students with first generation faculty and staff.

> **Implementation timeline:** Academic years 2018-19 and 2019-20

> **Key stakeholders and partners:** Faculty; Staff; Department Chairs; Deans; Bronco Advising Center; Office of Undergraduate Research; Strategic Communications

4.4. Improve the use of data to monitor the progress of student groups, including implementation of early alerts and predictive analytics.

> **Implementation timeline:** Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

> **Key stakeholders and partners:** Faculty; Department Chairs; Associate Deans; Deans; Academic Advisors; Student Success; Learning Resource Center; Student Health & Wellness Services; Counseling & Psychological Services; Academic Research and Resources; Division of Information Technology

4.5. Decrease the number of high D/U/F courses through pedagogical innovation, coordinated supplemental instruction, enhanced tutoring, academic excellence workshops, and faculty participation in course re-design activities.

> **Implementation timeline:** Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

> **Key stakeholders and partners:** Faculty; Department Chairs; Associate Deans; Deans; Faculty Affairs; Faculty Center for Professional Development; Learning Resource Center

4.6.   Launch a comprehensive campaign to provide temporary, emergency financial support to students in need.

     4.6.1. By Fall 2019, launch a comprehensive micro-grant campaign to provide temporary, emergency support to students in need.

         Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

         Key stakeholders and partners: Students; Deans; Student Success; Financial Aid and Scholarships; University Advancement; Associated Students, Inc.

4.7.   Broaden and strengthen support for proven programs that enhance the academic, co-curricular and professional lives of historically underserved students.

     Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

     Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Science Educational Enhancement Services (SEES); Maximizing Engineering Potential (MEP); Summer Bridge; Educational Opportunity Program (EOP); Office of Undergraduate Research; Innovation Lab; Center for Community Engagement; Associated Students, Inc.

4.8.   Develop and implement a multi-year plan to improve the student-to-advisor ratio to approach national standards and best practices.

     Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

     Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Senate; Associate Deans; Deans; Academic Advisors; Student Success; Academic Planning and Resources; Career Center; Associated Students, Inc.

4.9.   Provide department chairs access to and training on institutional data related to student success.

     Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

     Key stakeholders and partners: Department Chairs; Associate Deans; Deans; Academic Planning and Resources; Academic Research and Resources; Faculty Affairs; Student Success; Division of Information Technology

4.10.   Fully align the class schedule with curricular requirements and student demand.

> **Implementation timeline:** Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23
>
> **Key stakeholders and partners:** Faculty; Students; Department Chairs; Associate Deans; Deans; Academic Planning and Resources; Student Success; Enrollment Management and Services; Associated Students, Inc.

5. Degree Program Creation and Growth

There is widespread belief that decision making related to program creation and growth should remain at the department and college levels. There is also significant consensus that our inclusive polytechnic identity provides the appropriate framework for applied, interdisciplinary degree programs in areas including (but not limited to) big data and data analytics, entrepreneurship and innovation, sustainability within an urban context, health care programs, and global international leadership. The following action steps provide recommendations for supporting and growing existing programs as well as for creating new programs.

Action Steps

5.1.   Develop an inclusive process for strategic allocation of resources for the development and support of degree programs. The needed resources include tenure-track and temporary faculty, equipment and appropriate instructional spaces, and adequate operating budgets.

Implementation timeline: Academic year 2020-21

Key stakeholders and partners: Faculty; Students; Academic Senate; Department Chairs; Deans; Academic Planning and Resources; Associated Students, Inc.

5.2.   Require new proposals for academic programs, concentrations, (and possibly courses), to provide an accurate summary of the anticipated instructional costs and required resources, including faculty, equipment, space, library services, and other resources.

Implementation timeline: Academic years 2020-21 and 2021-22

Key stakeholders and partners: Faculty; Academic Senate; Department Chairs; Associate Deans; Deans; Curriculum Committees; Academic Programs

5.3.   The faculty, academic departments, and colleges will lead a comprehensive capacity study, with the objective of identifying programs with capacity for growth.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Academic Senate; Department Chairs; Associate Deans; Deans; Enrollment Management and Services; Admissions and Enrollment Planning; Academic

Planning and Resources; Academic Programs; Associated Students, Inc.; Division of Administrative Affairs; Parking and Transportation Services

5.4.   The faculty, academic departments, and colleges will identify and develop strategic faculty and programmatic clusters and affinity groups in interdisciplinary and emerging areas.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Academic Senate; Department Chairs; Associate Deans; Deans; Academic Programs; Research, Innovation, and Economic Development; Associated Students, Inc.

5.5.   Institutionalize the tracking of graduates to inform the direction and development of degree programs.

5.5.1.   Informed by the needs of academic departments and colleges, Cal Poly Pomona will establish mechanisms for tracking its graduates as they embark on careers and graduate/professional studies.

Implementation timeline: Academic year 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; University Advancement; Alumni Affairs; Career Center; Associated Students, Inc.

5.6.   Promote the development of hybrid/online programs by:

5.6.1.   Identifying and understanding the needs of target student populations for hybrid/online programs.

Implementation timeline: Academic years 2020-21 and 2021-22

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Senate; Associate Deans; Deans; Faculty Center for Professional Development; eLearning; College of the Extended University; Academic Programs

5.6.2.   Creating the support, infrastructure, incentives, and appropriate rewards for the development of hybrid/online programs.

Implementation timeline: Academic years 2020-21 and 2021-22

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Senate; Associate Deans; Deans; Faculty Center for Professional Development; eLearning; College of the Extended University; Academic Programs

5.6.3. Providing training and support for faculty in all aspects of course/program development and delivery, including the availability of instructional designers who work closely with faculty to develop online learning modules.

Implementation timeline: Academic years 2020-21 and 2021-22

Key stakeholders and partners: Faculty; Department Chairs; Academic Senate; Associate Deans; Deans; Faculty Center for Professional Development; eLearning; College of the Extended University; Academic Programs

5.7. Given our polytechnic identity, provide faculty support to develop programs and certificate specialties through the College of the Extended University to address workforce needs.

Implementation timeline: Academic year 2020-21

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Senate; Deans; College of the Extended University; Academic Programs; Research, Innovation, and Economic Development; University Advancement; Alumni Affairs; Associated Students, Inc.

6. Shaping the Undergraduate Student Population

As a comprehensive public university, what is the appropriate ratio of native freshman to transfer students at Cal Poly Pomona? How do we ensure that all of our students receive the full benefits of the inclusive polytechnic education offered at Cal Poly Pomona? There is significant consensus that departments and colleges should determine the ideal ratio of native freshman to transfer students for each program. The following action steps provide guidelines and future directions.

Action Steps

6.1.   Charge the faculty to develop a comprehensive enrollment management plan for the campus and individual programs.

6.1.1.   For each academic program, the enrollment management plan will address the ratio of native freshman to transfer students.

Implementation timeline: Academic years 2018-19, 2019-20, and 2020-21

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Enrollment Management and Services; Admissions and Enrollment Planning; Academic Planning and Resources; Associated Students, Inc.

6.2.   In light of our inclusive polytechnic identity, study how the elements of an inclusive polytechnic education can be meaningfully delivered to transfer students.

6.2.1.   Academic departments and colleges will study the curriculum and build pathways to graduation for native freshman and transfer students.

Implementation timeline: Academic years 2019-20 and 2020-21

Key stakeholders and partners: Faculty; Students; Department Chairs; Academic Senate; Curriculum Committees; Associated Students, Inc.

6.2.2.   Academic departments and colleges ensure that transfer students engage in appropriate inclusive polytechnic experiences similar in number and intensity as do native freshman students.

Implementation timeline: Academic years 2019-20 and 2020-21

Key stakeholders and partners: Faculty; Students; Department Chairs; Associated Students, Inc.; Curriculum Committees; Office of Undergraduate Research; Innovation Lab; Student Life and Cultural Centers

6.2.3.   Assess differing experiences of native freshman and transfer students and implement strategies to mitigate disparities.

Implementation timeline: Academic years 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Department Chairs; Associated Students, Inc.; Curriculum Committees; Office of Undergraduate Research; Innovation Lab; Student Life and Cultural Centers; Academic Programs (Assessment and Program Review)

7. Role and Growth of Graduate Programs

While there is significant support for increasing the number of graduate students and graduate programs at Cal Poly Pomona, a critical first step is to study and then formulate into policy the key elements of quality in a graduate program. For example, what is an appropriate number of core courses for a quality graduate program? What is the appropriate balance between the number of graduate level courses rather than upper-division undergraduate courses? It is recognized that there is significant disciplinary diversity as well as content specialization among graduate programs at Cal Poly Pomona. In alignment with our inclusive polytechnic identity, the following action steps provide a future path for graduate programs at Cal Poly Pomona.

Action Steps

7.1.   Identify and place into policy the essential elements of a quality graduate program at an inclusive polytechnic university as a prelude to any decision to increase the number of graduate students and/or graduate programs at the University.

      7.1.1.   Develop a statement of the Meaning, Quality, and Integrity of polytechnic graduate education.

          Implementation timeline: Academic year 2018-19

          Key stakeholders and partners: Faculty; Graduate students; Department Chairs; Academic Senate; Executive Graduate Council; Extended Graduate Council; Associate Deans; Deans; Academic Programs; Graduate Studies; Industry/Advisory boards (as appropriate)

7.2.   Elevate and promote polytechnic graduate education by ensuring that all graduate programs incorporate the elements of an inclusive polytechnic education.

      7.2.1.   Define Graduate Institutional Learning Outcomes to reflect distinctiveness and diversity of a polytechnic graduate education.

          Implementation timeline: Academic year 2019-20

          Key stakeholders and partners: Faculty; Graduate students; Department Chairs; Academic Senate; Executive Graduate Council; Extended Graduate Council; Associate Deans; Deans; Academic Programs; Graduate Studies; Industry/Advisory boards (as appropriate)

7.2.2. Examine and improve promotion, recruitment and visibility of our graduate programs.

Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Graduate students; Department Chairs; Deans; Academic Programs; Graduate Studies; Strategic Communications

7.2.3. Institutionalize governance and advisory functions for graduate education.

Implementation timeline: Academic year 2018-19

Key stakeholders and partners: Faculty; Department Chairs; Academic Senate; Executive Graduate Council; Extended Graduate Council; Deans; Academic Programs; Graduate Studies

7.2.4. Develop a plan to foster and advance graduate polytechnic culture of a vibrant intellectual community of practitioners and scholars (with clear strategies and outcomes).

Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Department Chairs; Academic Senate; Executive Graduate Council; Extended Graduate Council; Deans; Academic Programs; Graduate Studies

7.2.5. Given the distinctive nature of graduate education, develop a plan to secure and align resources to support and strengthen graduate education at the institutional level (graduate studies director, administrative support, technical, enrollment services, financial aid, library resources, etc.).

Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Graduate students; Department Chairs; Deans; College of the Extended University; Academic Programs; Graduate Studies; Academic Research and Resources; Financial Aid and Scholarships

7.2.6. Institutionalize support for graduate program review and accreditation.

Implementation timeline: Academic year 2019-20

Key stakeholders and partners: Deans; College of the Extended University; Academic Programs; Academic Research and Resources

7.2.7. Develop Graduate Education Dashboards for student success.

Implementation timeline: Academic year 2019-20

Key stakeholders and partners: Faculty; Department Chairs; Executive Graduate Council; Extended Graduate Council; Deans; College of the Extended University; Academic Programs; Academic Research and Resources; Division of Information Technology

7.2.8. Identify and develop new self-support graduate programs and certificates (onsite and/or distance education modalities) in alignment with the university's mission and core values, and regional economic and workforce needs.

Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Graduate students; Academic Senate; Department Chairs; Executive Graduate Council; Extended Graduate Council; Deans; College of the Extended University; Academic Programs

7.3. Foster educational effectiveness of graduate programs to advance the "culture of learning" for a diverse student body (non-traditional students, first generation, regional, multi-ethnic, etc.).

7.3.1. Develop guidelines for linking the outcomes of annual assessment and periodic program reviews to planning and budgeting (at institutional and college level).

Implementation timeline: Academic year 2019-20

Key stakeholders and partners: Faculty; Academic Senate; Department Chairs; Deans; Executive Graduate Council; Extended Graduate Council; College of the Extended University; Academic Programs; Academic Research and Resources

7.3.2. Identify and implement initiatives to support and promote success of graduate students and assess the impact of such initiatives on student learning, engagement, and success.

Implementation timeline: Academic years 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Graduate students; Department Chairs; Deans; Executive Graduate Council; Extended Graduate Council; College of the Extended University; Academic Programs; Student Success

7.4. Evaluate graduate school models at peer and aspirant institutions, and develop a vision and a plan to assess the viability of establishing a polytechnic graduate school.

Implementation timeline: Academic year 2019-20

Key stakeholders and partners: Faculty; Graduate students; Department Chairs; Executive Graduate Council; Extended Graduate Council; Deans; College of the Extended University; Academic Programs

8. Enhancement and Development of Space to Support the Polytechnic Identity

Our inclusive polytechnic approach requires a combination of traditional, modern, small, large, dedicated, flexible, collaborative, project, indoor, and outdoor teaching, learning, and communal spaces. Cal Poly Pomona should develop and implement a comprehensive plan for the renovation and remodeling of campus spaces to include flexible use spaces for teaching, research, faculty and staff offices, group and community projects, and other academic and co-curricular activities. The plan should incorporate elements detailed in the following action steps.

Action Steps

8.1.   Re-think the purpose and use of space:

8.1.1.   Conduct site visits and comprehensive scans of how universities and other organizations are re-thinking organizational space. Provide recommendations and guidelines for academic space repurposing, renovation, and development.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Academic Planning and Resources; Associated Students, Inc.; Division of Student Affairs; Division of Administrative Affairs;

8.1.2.   Conduct a space utilization study of all indoor and outdoor instructional spaces, with adjustments made, where appropriate, to ensure effective use of academic spaces.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Academic Planning and Resources; University Library; College of the Extended University; Division of Administrative Affairs; Associated Students, Inc.; Cal Poly Pomona Foundation, Inc.

8.2.   Student space:

8.2.1. Develop and sponsor student competitions for flexible, collaborative, interdisciplinary pop-up and sticky spaces (multiple competitions).

Implementation timeline: Academic years 2019-20 and 2020-21

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Associated Students, Inc.; Office of Undergraduate Research; Center for Community Engagement; Innovation Lab; Student Life and Cultural Centers; Career Center; University Library

8.3. Instructional space:

8.3.1. Perform a comprehensive analysis of campus teaching spaces in order to ensure that instructional spaces are appropriate for the diversity of campus pedagogic needs.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Faculty Center for Professional Development; Academic Planning and Resources; Division of Information Technology; Division of Administrative Affairs; Associated Students, Inc.

8.3.2. Develop and design flexible instructional spaces that will accommodate different class sizes and pedagogic needs.

Implementation timeline: Academic years 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Academic Planning and Resources; Division of Information Technology; Division of Administrative Affairs; Associated Students, Inc.

8.3.3. Develop and implement a new and improved space allocation and scheduling system.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Schedulers; Associate Deans; Deans; Academic Planning and Resources; Division of Information Technology; Division of Administrative Affairs

8.3.4. Adopt a more data-informed and efficient class scheduling approach to improve student access and planning for class schedules, including reviewing and revising related policies and procedures.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Academic Senate; Department Chairs; Schedulers; Associate Deans; Deans; Academic Planning and Resources; Registrar's Office; Associated Students, Inc.

8.3.5. Large lecture spaces should be efficiently used and additional university spaces should be identified or converted to increase the availability of large lecture spaces.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Department Chairs; Schedulers; Associate Deans; Deans; Academic Planning and Resources; Division of Administrative Affairs

8.4. Collaborative and work space:

8.4.1. Develop flexible, collaborative faculty/lecturer/staff suites with necessary amenities.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Department Chairs; Associate Deans; Deans; University Library; Academic Planning and Resources; Division of Information Technology; Division of Administrative Affairs

8.4.2. Identify underutilized spaces that could become sticky spaces for student workstations and engagement.

Implementation timeline: Academic years 2020-21, 2021-22

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; University Library; Innovation Lab; Academic Planning and Resources; Associated Students, Inc.; Division of Student Affairs; Division of Administrative Affairs

8.4.3. Identify spaces for student innovation and startup ideas.

Implementation timeline: Academic years 2021-22, 2022-23

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; University Library; Innovation Lab; Office of Undergraduate Research; Academic Planning and Resources; Associated Students, Inc.; Division of Student Affairs; Division of Administrative Affairs

8.5. Research and innovation space:

8.5.1. New or renovated campus space (e.g., Lanterman facility) should address the need for additional research space for faculty, students, and grant recipients.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Research, Innovation, and Economic Development; Academic Planning and Resources; Associated Students, Inc.

8.6. Polytechnic space:

8.6.1. Design spaces for industry (outside organizations) and student interaction (easy for the outside world to come to Cal Poly Pomona), workspaces for polytechnic scholars (on campus internships), and ensure that these spaces are staffed by trained polytechnic coordinators.

Implementation timeline: Academic years 2021-22, 2022-23

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Research, Innovation, and Economic Development; Office of Undergraduate Research; Innovation Lab; Academic Planning and Resources; Associated Students, Inc.; Division of Student Affairs; Division of Information Technology; Division of Administrative Affairs

9. Program Review and Assessment

At Cal Poly Pomona, we strive to establish an evidence-based culture that drives pedagogy and program design, and promotes quality in all aspects of our polytechnic identity. This includes a need for enhancing and supporting the infrastructure for program review and assessment in order to assure the meaning, quality, and integrity of our degree programs. Program review and assessment, when done in alignment with programmatic and institutional learning outcomes, lead to program improvement and enhanced student learning. The following action steps aim to strengthen our culture of continuous and evidence-based improvement in curricular and co-curricular programs.

Action Steps

9.1.   Advance and support outcomes-based assessment practices to ensure and demonstrate academic quality and student success.

9.1.1.   In academic years 2018-19 and 2019-20, use the existing shared governance structure to develop a statement of purpose as well as guiding principles for course and programmatic assessment.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Academic Senate; Department Chairs; Associate Deans; Deans; Academic Program Assessment Committee; Academic Programs (Assessment and Program Review); Division of Student Affairs; Associated Students, Inc.

9.1.2.   By the end of academic year 2018-19, all degree programs will have visible program learning outcomes, updated assessment plans and updated Meaning, Quality, and Integrity of Degree statements (MQID).

Implementation timeline: Academic year 2018-19

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Academic Program Assessment Committee; Academic Programs (Assessment and Program Review)

9.1.3.   By the end of academic year 2019-20, all degree programs will provide direct evidence of student learning outcomes and improvement strategies tied to department / college planning.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Academic Program Assessment Committee; Academic Programs (Assessment and Program Review)

9.1.4. By the end of academic year 2018-19, the Office of Academic Programs, in collaboration and consultation with academic departments, will compile a list of co-curricular activities and high impact practices with an alignment matrix, for each, between Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs).

Implementation timeline: Academic year 2018-19

Key stakeholders and partners: Faculty; Department Chairs; Associate Deans; Deans; Academic Programs (Assessment and Program Review)

9.1.5. By the end of academic year 2019-20, a task force appointed by the Provost in consultation with Academic Senate, will propose an updated version of Institutional Learning Outcomes (ILOs) that align to the university's mission, vision, and core values.

Implementation timeline: Academic years 2018-19 and 2019-20

Key stakeholders and partners: Faculty; Students; Academic Senate; Department Chairs; Associate Deans; Deans; Academic Program Assessment Committee; Academic Programs (Assessment and Program Review); Division of Student Affairs; Associated Students, Inc.

9.2. Enhance the assessment infrastructure at the program and institutional levels to support evidence-based decisions pertaining to the academic and co-curricular experience of students.

9.2.1. The Office of Academic Programs, in collaboration with the Faculty Center for Professional Development, will host assessment workshops, brown bags and special events related to assessment and the integration of teaching, learning, and assessment.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Academic Programs (Assessment and Program Review); Faculty Center for Professional Development

9.2.2. In academic year 2018-19, a new cross-divisional task force will develop a plan for deployment of an Assessment Management System (AMS).

Implementation timeline: Academic year 2018-19

Key stakeholders and partners: Faculty; Academic Senate; Department Chairs; Associate Deans; Deans; Academic Program Assessment Committee; Academic Programs (Assessment and Program Review); Division of Information Technology

9.3. Increase the visibility of our polytechnic approach to student learning and success to internal and external stakeholders.

9.3.1. By the end of academic year 2018-19, a new cross-divisional task force will develop a plan to promote visibility of student learning and student success to internal and external stakeholders.

Implementation timeline: Academic year 2018-19

Key stakeholders and partners: Faculty; Students; Department Chairs; Associate Deans; Deans; Academic Programs (Assessment and Program Review); Division of Student Affairs; Strategic Communications; Associated Students, Inc.

9.4. Provide support, including training, to colleges and departments for program review and program accreditation endeavors.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Department Chairs; Deans; Academic Programs; Academic Research and Resources

9.5. Promote and support the integrated scholarship of teaching, learning, and assessment.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Department Chairs; Associate Deans; Deans; Academic Programs (Assessment and Program Review)

9.6. Develop guidelines for linking outcomes-based assessment of student learning and program reviews to planning and budgeting.

Implementation timeline: Academic years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

Key stakeholders and partners: Faculty; Department Chairs; Associate Deans; Deans; Academic Program Assessment Committee; Academic Programs (Assessment and Program Review); Academic Research and Resources

Alignment of the Academic Master Plan with the University Strategic Plan

As noted above, an important guiding principle for the development of Cal Poly Pomona's academic master plan is alignment with the University Strategic Plan. In addition to providing updates to Cal Poly Pomona's mission statement, vision statement, and values, the University Strategic Plan identifies five strategic initiatives, each with a number of goals. The five strategic initiatives are:

I.   Deliver quality programs that promote integrative learning, discovery, and creativity.

II.   Enhance student learning, development, and success.

III.   Prepare our students for the future of work and civic engagement.

IV.   Strengthen our economic vitality and impact.

V.   Advance organizational development and employee excellence.

Following the principles that guided the development of Cal Poly Pomona's academic master plan, from the outset, our goal was to ensure that the academic master plan is aligned with the university strategic plan. Table 1 shows that this is indeed the case. The themes and action steps of the academic master plan are broadly aligned with the strategic initiatives and goals of the university strategic plan.

Table 1. Alignment of University Strategic Plan Strategic Initiatives and Academic Master Plan Themes

Academic Master Plan – Themes	University Strategic Plan – Strategic Initiatives				
	I	II	III	IV	V
1	✓		✓		✓
2	✓			✓	
3	✓	✓	✓	✓	✓
4	✓	✓	✓		✓
5	✓			✓	
6				✓	
7			✓		
8	✓			✓	
9		✓	✓	✓	✓

Note: Highlighted cells containing the "check" symbol indicate that one or more action steps of that academic master plan theme are aligned with one or more goals of the corresponding university strategic plan strategic initiative.

Guiding Principles for Implementing the Academic Master Plan

The themes and action steps presented in this academic master plan represent the collective vision of Cal Poly Pomona faculty, students, staff, and administrators. The action steps are our value statements that define us as an inclusive polytechnic university. The themes and action steps have identified areas of focus for the next five years (academic years 2018-19 through 2022-23). Similar to the collective effort, wisdom, and vision that led to the formulation of the academic master plan, achieving the objectives of the action steps will require our collective commitment, collaboration, cooperation, expertise, and ingenuity.

Moving forward, the implementation phase of the academic master plan will follow a similar collective, collaborative, consultative, and iterative approach as did the development of the plan itself. Working within the existing shared governance structure at Cal Poly Pomona (Academic Senate and Student Government) and with the key stakeholders and partners identified for each action step, the Office of Provost and Vice President for Academic Affairs will coordinate and support committees, task forces, and activities to advance the action steps, and will also provide the necessary infrastructure for tracking and reporting the progress made.

It is exciting to imagine the growth, maturity, and vitality that Cal Poly Pomona will experience as we successfully implement our academic master plan. Successful implementation our academic master plan will provide an inclusive polytechnic education to our students, preparing them for the challenges and opportunities of today and tomorrow. Through our student success framework, we will support our students holistically, ensuring their academic, personal, and professional success as responsible and engaged citizens and lifelong learners. Cal Poly Pomona will support the development of teacher-scholar faculty who push the boundaries of their discipline and engage students in fundamental and cutting-edge principles in the classroom, research or creative projects, performances, or productions. Successful implementation of our academic master plan moves us closer to Cal Poly Pomona's vision to "be the model for an inclusive polytechnic university that inspires creativity and innovation, embraces local and global challenges, and transforms lives."

Appendices

Appendix 1: Academic Master Planning Process and Timeline

Please note that all the steps and events noted below were documented on the academic master plan web site as these events and processes took place. Moreover, all of the accompanying materials and documents were posted in order to keep the campus community informed of the progress made related to the academic master planning process.

September and October 2016

- The Academic Master Plan Steering Committee was established; co-chaired by Provost Sylvia Alva and then Academic Senate Vice Chair Julie Shen.
- The Steering Committee worked on the initial planning related to timeline and process.
- Institutional level data (i.e., enrollment, graduation, retention, etc.) and special reports were prepared for use in the Academic Master Plan development process.
- A web site (https://www.cpp.edu/~academicplan/) was created for information about the academic master planning process. All activities and updates related to the academic master plan have been documented on this web site in order to inform, as well as to receive input and feedback from, the campus community.
- Working with the Academic Senate, Associated Students, Inc., and other university leaders, ten working groups, each with approximately 11 members of the University community, were constituted. A convener or two co-conveners were identified for each working group (see Academic Master Plan Working Groups).

November 2, 2016

- Meeting of the Academic Master Plan Steering Committee to review and refine the planning process and timeline.

November 7 and 8, 2016

- Members of Steering Committee met with each of the ten working groups to describe the planning process, outline the timetable, and pose questions essential to effective academic planning (see Critical Questions for Working Groups), and the impact of academic planning on campus physical master planning process.
- Each working group was asked to work independently and to provide written answers to the questions by Monday, January 30, 2017.

November 2016 through January 2017

- Each working group worked independently to prepare written responses to the critical questions by Monday, January 30, 2017.

January 30, 2017
- The working group responses to the critical questions were submitted to the Steering Committee.
- The working group papers are available online.

February 2017
- Steering Committee completed a preliminary analysis of the working group papers in order to identify emerging themes and ideas related to the academic master plan.

February 28, 2017
- An Academic Master Plan Plenary Session was held with all members of the Steering Committee and working groups present (i.e., over 100 participants were in attendance).
- The primary goal of the plenary session was to present the emerging themes and ideas from the working group papers. Those in attendance were divided into smaller groups to further refine the themes and strategies with specific ideas that would shape the initial draft of the University's Academic Master Plan.
- The plenary session allowed for consensus building among all participants related to the emerging themes and action steps.
- The emerging themes and action steps were further refined as a result of this collective and collaborative session.

March through May 2017
- The Steering Committee thoroughly analyzed the extensive input and feedback provided during the February plenary session to further refine the emerging themes and action steps of the academic master plan.
- During this time several formal and informal meetings were held to engage in-depth conversations related to the academic master plan.

June 1, 2017
- An Academic Master Plan Town Hall Meeting was held where all members of the campus community were invited. This meeting was combined with an update related to the University Strategic Plan. Over 300 members of the campus community attended this event. The event generated many fruitful feedback and conversations that positively shaped the further development of Cal Poly Pomona's academic master plan.
- The video of the event and presentation are posted on the academic master plan web site.

June through December 2017

- Numerous additional meetings were held with key groups to further refine the themes and action steps of the plan. The groups engaged in these conversations included the Academic Senate, student government, deans, associate deans, department chairs, and others. During each meeting, feedback was captured and incorporated into the evolving draft of the academic master plan. The development of the plan during this time is chronicled on the academic master plan web site.
- It was during this time and as a result of many engaging, fruitful, collective, and collaborative conversations that the eight elements of our polytechnic identity came to life and finalized in their current form.

January 30, 2018

- A town hall meeting was held for all members of the campus community to provide an update discuss the evolving academic master plan.
- The brochure prepared for the event, the event video, and presentation all may be found on the academic master plan web site.
- This was an incredibly powerful event, which reinforced and validated the campus' commitment to the eight elements of an inclusive polytechnic education highlighted by the academic master plan.

February through September 2018

- Cal Poly Pomona's historic conversion from a quarter to semester calendar consumed much of the campus' energy and attention during this time. Nevertheless, members of the Steering Committee continued work on refining the academic master plan, and continued to receive input and feedback from campus constituents. Feedback was solicited from the Academic Senate; Associated Students, Inc.; deans; associate deans; department chairs; and leaders in various university divisions.

October through November 2018

- The Steering Committee took the academic master plan on ten college tours. Town hall meetings were held with faculty, staff, and students from all eight academic colleges; University Library staff and librarians; and staff from the College of the Extended University and International Center. The feedback obtained was further used to refine the action steps.
- Additional meetings were held with leaders in all university divisions in order to solicit further input and feedback.

January 30, 2019

- The Steering Committee co-chairs (Sylvia Alva, Provost and Vice President for Academic Affairs; and Julie Shen, Academic Senate Chair) presented the latest version of the academic master plan to a full meeting of the Academic Senate.

Appendix 2: Committee Membership

Academic Master Plan Steering Committee

2018-19
- **Sylvia A. Alva**, Provost and Vice President for Academic Affairs (Co-Chair)
- **Julie Shen**, Academic Senate Chair (Co-Chair)
- **David M. Speak**, Senator, Academic Senate; Professor of Political Science
- **Jennifer Greenberg**, ASI President
- **Pasindu Senaratne**, ASI Vice President
- **Erik Rolland**, Dean, College of Business Administration
- **Angela Shih**, Chair, Mechanical Engineering Department
- **Ben Quillian**, Deputy Chief Information Officer, Division of Information Technology
- **Kevin Colaner**, Associate Vice President/Chief of Operations, Division of Student Affairs
- **Joseph Simoneschi**, Associate Vice President for Finance & Administrative Services, Division of Administrative Affairs
- **Larisa Preiser-Houy**, Special Assistant to the Provost on WSCUC Accreditation
- **Lisa Rotunni**, Executive Director, Academic Research & Resources
- **Sep Eskandari**, Interim Associate Vice President for Academic Planning
- **Marissa Martinez**, Executive Assistant to Associate Provost

2017-18
- **Sylvia A. Alva**, Provost and Vice President for Academic Affairs (Co-Chair)
- **Julie Shen**, Academic Senate Chair (Co-Chair)
- **David M. Speak**, Senator, Academic Senate; Professor of Political Science
- **Farris Hamza**, ASI President
- **Carlos Gomez**, ASI Vice President
- **Erik Rolland**, Dean, College of Business Administration
- **Angela Shih**, Chair, Mechanical Engineering Department
- **Al Arboleda**, Chief Technology Officer, Division of Information Technology
- **Chris Chisler**, Associate Vice President, Division of Student Affairs
- **Joseph Simoneschi**, Associate Vice President for Finance & Administrative Services, Division of Administrative Affairs
- **Larisa Preiser-Houy**, Interim Associate Vice President, Academic Programs; Accreditation Liaison Officer (ALO)
- **Lisa Rotunni**, Executive Director, Academic Research & Resources

- **Sep Eskandari**, Interim Associate Vice President for Academic Planning
- **Marissa Martinez**, Executive Assistant to Associate Provost

2016-17

- **Sylvia A. Alva**, Provost and Vice President for Academic Affairs (Co-Chair)
- **Julie Shen**, Academic Senate Vice Chair (Co-Chair)
- **David M. Speak**, Academic Senate Chair
- **Uriah Sanders**, ASI President
- **Gabriel Smith**, ASI Vice President
- **Erik Rolland**, Dean, College of Business Administration
- **Angela Shih**, Chair, Mechanical Engineering Department
- **Al Arboleda**, Chief Technology Officer, Division of Information Technology
- **Chris Chisler**, Associate Vice President, Division of Student Affairs
- **Darwin Labordo**, Associate Vice President/Associate Chief Financial Officer, Division of Administrative Affairs
- **Dan Lewis**, Interim Associate Vice President, Academic Quality and Assessment
- **Larisa Preiser-Houy**, Interim Associate Vice President, Academic Programs; Accreditation Liaison Officer (ALO)
- **Lisa Rotunni**, Executive Director, Academic Research & Resources
- **Sep Eskandari**, Interim Associate Vice President for Academic Planning and Faculty Affairs
- **Marissa Martinez**, Executive Assistant to Associate Provost

Academic Master Plan Working Groups

As described above, each of the ten working groups independently responded to a series of critical questions related to Cal Poly Pomona's academic mission. The responses submitted by the working groups served as the initial material for the formulation of this academic master plan. The responses from the working groups are available online at: https://www.cpp.edu/~academicplan/plan-development.shtml.

The membership of the working groups is provided on the following pages. Please note that the rank/title noted for any individual represents the information that was current at the time of service on the working group.

Working Group 1

Name	College	Department/Unit/Major	Rank/Title
Kristen Conway-Gomez	Letters, Arts, and Social Sciences	Geography and Anthropology	Associate Professor
Hend Gilli-Elewy	Education and Integrative Studies	Interdisciplinary General Education	Associate Professor and Interim Chair
Katrin Terstegen	Environmental Design	Architecture	Assistant Professor
José Aguilar-Hernández	Education and Integrative Studies	Ethnic and Women's Studies	Assistant Professor
Campbell Dinsmore [1]	Engineering	Mechanical Engineering	Assistant Professor
Bruce Brown	Letters, Arts, and Social Sciences	Economics	Professor and Chair
Karen Romero	Science	Kinesiology	ASI Senator-At-Large, Multi-Cultural Council
Mary Holz-Clause [1]	Agriculture		Dean
Robert Kerbs	Science		Interim Associate Dean
Kathy Street		Enrollment Services	Associate Vice President, Enrollment Management & Services
Yasmin Iltchi		Employee/Labor Relations	Employee/Labor Relations Representative

[1] Working group co-convener

Working Group 2

Name	College	Department/Unit/Major	Rank/Title
Sherri Reichardt	Agriculture	Animal and Veterinary Sciences	Assistant Professor
Janine Riveire	Letters, Arts, and Social Sciences	Music	Professor and Interim Chair
Viviane Seyranian	Letters, Arts, and Social Sciences	Psychology and Sociology	Assistant Professor
Peter Arensburger	Science	Biological Sciences	Associate Professor
John Caffrey	Engineering	Mechanical Engineering	Associate Professor
Daan Pan	Letters, Arts, and Social Sciences	English and Foreign Languages	Professor
Nancy Hurlbut	Education and Integrative Studies		Interim Dean
Tina Hartney [1]	Science		Associate Dean
Sadiq Shah		Office of Research, Innovation, & Economic Development	Associate Vice President, Research, Innovation and Economic Development
Marcos Pineda	Education and Integrative Studies	Ethnic and Women's Studies	Administrative Support Coordinator 1

[1] Working group convener

Working Group 3

Name	College	Department/Unit/Major	Rank/Title
Anjana Narayan	Letters, Arts, and Social Sciences	Psychology and Sociology	Associate Professor
Hamarz Aryafar	Engineering	Electromechanical Engineering Technology	Assistant Professor
Heather Wizikowski [1]	Education and Integrative Studies	Education	Assistant Professor
Reza Baghaei Lakeh	Engineering	Mechanical Engineering	Assistant Professor
Mohammad Husain	Science	Computer Science	Associate Professor
Zhongming Ma	Business Administration	Computer Information Systems	Associate Professor
Maha Shah	Engineering	Industrial Engineering	ASI Engineering Senator
Michael Woo [1]	Environmental Design		Dean
Iris Levine	Letters, Arts, and Social Sciences		Interim Associate Dean
Maria Martinez		Registrar's Office	Registrar
Victor Delaire	Agriculture	Animal and Veterinary Sciences	Compliance & Safety Specialist

[1] Working group co-convener

Working Group 4

Name	College	Department/Unit/Major	Rank/Title
Barry Lehrman	Environmental Design	Landscape Architecture	Assistant Professor
Priscilla Zhao	Engineering	Mechanical Engineering	Assistant Professor
Phillip Ghazanfari	Business	Finance, Real Estate, and Law	Professor
Jack Fong [1]	Letters, Arts, and Social Sciences	Psychology and Sociology	Associate Professor
Don St. Hilaire	Hospitality Management		Associate Professor
Richard Navarro	Education and Integrative Studies	Education	Professor
Howard Evans	Extended University		Dean
Sara Garver [1]	Letters, Arts, and Social Sciences		Interim Associate Dean
Abdul Sadat	Engineering		Interim Associate Dean

[1] Working group co-convener

Working Group 5

Name	College	Department/Unit/Major	Rank/Title
Claudia Garcia-Des Lauriers [1]	Letters, Arts, and Social Sciences	Geography and Anthropology	Assistant Professor
Teshia Roby	Education and Integrative Studies	Education	Associate Professor and Interim Chair
Keith Forward	Engineering	Chemical and Materials	Assistant Professor
Olive Yao Li	Agriculture	Human Nutrition and Food Science	Assistant Professor
Shonn Haren [1]	Library		Librarian
Joanne Sohn	Agriculture	Animal and Veterinary Sciences	Assistant Professor
Steven Zhang	Letters, Arts, and Social Sciences		ASI Letters, Arts, and Social Sciences Senator
Sharon Hilles	Letters, Arts, and Social Sciences		Dean
Michael Godfrey	Hospitality Management		Associate Dean
Terrie Taylor	Extended University		Director of Business Operations

[1] Working group co-convener

Working Group 6

Name	College	Department/Unit/Major	Rank/Title
Emma Gibson	Library		Chair and Head of Library Public Services
Shokoufeh Mirzaei [1]	Engineering	Industrial and Manufacturing	Assistant Professor
Kent Dickson [1]	Letters, Arts, and Social Sciences	English and Foreign Languages	Associate Professor
Alex Small	Science	Physics and Astronomy	Associate Professor
Nolan Tsuchiya	Engineering	Mechanical Engineering	Assistant Professor
Broc Sandelin	Agriculture	Animal and Veterinary Sciences	Professor and Chair
Kayla Barbosa	Hospitality Management	Hospitality Management	ASI Senator-At-Large, Student Interest Council
Lea Dopson	Hospitality Management		Dean
M. Ronald Yeung	Engineering		Interim Associate Dean
Ashley Ysais	Science	College of Science Advising Center	Advising Center Coordinator
Charlene Ashton	Extended University		Associate Director

[1] Working group co-convener

Working Group 7

Name	College	Department/Unit/Major	Rank/Title
Phyllis Nelson	Engineering	Electrical and Computer Engineering	Professor and Chair
Paul Hottinger	Library		Librarian
Craig LaMunyon	Science	Biological Sciences	Professor and Chair
Sara Langford	Letters, Arts, and Social Sciences	Psychology and Sociology	Assistant Professor
Christina Chavez-Reyes	Education and Integrative Studies	Liberal Studies	Professor and Chair
Eileen Wallis [1]	Letters, Arts, and Social Sciences	History	Professor and Chair
Alison Baski	Science		Dean
Cheryl Wyrick [1]	Business		Associate Dean
Lucas Lanting		Academic Technology	Director of Academic Technology Support

[1] Working group co-convener

Working Group 8

Name	College	Department/Unit/Major	Rank/Title
Francelina Neto [1]	Engineering	Civil Engineering	Professor and Director of Semester Conversion
Liliane Fucaloro	Letters, Arts, and Social Sciences	English and Foreign Languages	Professor and Chair
Maryam Shafahi	Engineering	Mechanical Engineering	Assistant Professor
Nicholas Van Buer	Science	Geological Sciences	Assistant Professor
Suketu Bhavsar	Science	Kellogg Honors College	Professor and Director of Kellogg Honors College
Faye Wachs	Letters, Arts, and Social Sciences	Psychology and Sociology	Professor
Ray Wang	Library		Dean
Lisa Kessler [1]	Agriculture		Associate Dean
Carol Heins Gonzales			Associate CIO
Julie Froid	Letters, Arts, and Social Sciences	Dean's Office	Administrative Analyst/Specialist

[1] Working group co-convener

Working Group 9

Name	College	Department/Unit/Major	Rank/Title
Ondieki Gekara	Agriculture	Animal and Veterinary Sciences	Assistant Professor
Victoria Bhavsar [1]	Agriculture	Faculty Center/eLearning	Director, Faculty Center for Professional Development
Brian Stone [1]	Letters, Arts, and Social Sciences	English and Foreign Languages	Assistant Professor
Mehmet Argin	Engineering	Electrical and Computer Engineering	Lecturer
Jing Wang	Letters, Arts, and Social Sciences	Political Science	Assistant Professor
Peter Olson	Education and Integrative Studies	Education	Assistant Professor
Leslie Simoni	Hospitality Management	Hospitality Management / Public Relations	ASI Collins College of Hospitality Management Senator
Cordelia Ontiveros	Engineering		Interim Dean
Mary Danico	Environmental Design		Associate Dean
Deborah Brandon		Admissions and Outreach	Executive Director, Admissions and Outreach
Dennis Quinn	Education and Integrative Studies		Interim Associate Dean

[1] Working group co-convener

Working Group 10

Name	College	Department/Unit/Major	Rank/Title
Winny Dong [1]	Engineering	Chemical and Materials Engineering	Professor and Director of Office of Undergraduate Research
Erin Questad	Science	Biological Sciences	Assistant Professor
Joanne Van Boxtel	Education and Integrative Studies	Education	Assistant Professor
Cord Brundage	Agriculture	Animal and Veterinary Sciences	Assistant Professor
Aaron DeRosa [1]	Letters, Arts, and Social Sciences	English and Foreign Languages	Assistant Professor
David Horner	Letters, Arts, and Social Sciences	Psychology and Sociology	Professor and Chair
Joshua Klockmann	Agriculture	Agricultural Science	ASI Agriculture Senator
Terri Gomez		Student Success	Interim Associate Vice President, Student Success
Ruth Guthrie	Business		Associate Dean
Diana Minor		Financial Aid & Scholarships	Director, Financial Aid & Scholarships
Michael Burckhardt	Engineering	Industrial Engineering	ASI Senator-At-Large, Inter-hall Council

[1] Working group co-convener

Appendix 3: Working Group Papers

As noted above, the initial ideas and direction of the plan were established in early 2017 through the excellent work of ten working groups composed of over 100 faculty members, students, staff, and administrators. Each working group independently responded to a series of critical questions related to Cal Poly Pomona's academic mission. The responses submitted by the working groups significantly shaped the content of the academic master plan. The papers submitted by the working groups are posted here: https://www.cpp.edu/~academicplan/plan-development.shtml. The papers can also be accessed individually via the links provided below.

- Working Group 1
- Working Group 2
- Working Group 3
- Working Group 4
- Working Group 5
- Working Group 6
- Working Group 7
- Working Group 8
- Working Group 9
- Working Group 10