CAL POLY

Academic Senate

805-756-1258

http://academicsenate.calpoly.edu/

Meeting of the Academic Senate Executive Committee
Tuesday, January 26, 2016
LOCATION: UU 219, 3:10 to 5:00pm

I.   **Minutes**: Approval of January 5, 2016 minutes (pp. 2-3).

II. **Communication(s) and Announcement(s)**:

III. **Reports**:
   A. Academic Senate Chair:
   B. President's Office:
   C. Provost:
   D. Statewide Senate:
   E. CFA:
   F. ASI:

IV. **Business Item(s)**:
   A. **Appointments to Open Educational Resources Task Force**: (pp. 4-6).

   B. **Resolution to Amend the Definition of Membership of the General Faculty on the *Constitution of the Faculty*:** Gary Laver, Academic Senate chair (pp. 7-8).

   C. **Resolution Requesting that Cal Poly Administration Develop an Integrated Strategic Plan:** Sean Hurley, Budget & Long-Range Planning Committee chair, (pp. 9-37).

V.   **Discussion Item(s)**:
   Clarification of TERMS OF OFFICE Bylaws of the Academic Senate II.B.1 (p. 38).

VI. **Adjournment**:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Meeting of the Academic Senate Executive Committee
Tuesday, January 5, 2015
01-409, 3:10 to 5:00pm

I.   Minutes: M/S/P to approve the Executive Committee minutes from November 10, 2015.

II.   Communication(s) and Announcement(s): Owen Schwaegerle, ASI President, and Riley Nilsen, ASI Secretary of Mustang Pride, introduced the "Be Present" Campaign that will be launching the week of January 26, 2016. The campaign utilizes the Pocket Points application to reward students who refrain from using their smartphones during class.

III. Reports:
   A. **Academic Senate Chair (Laver):** Nominations to the Academic Senate are due in the Senate Office (38-143) on Monday, January 25, 2016 by noon. Ballots will go out the next day. The task force for AB-798: Textbook Affordability Act of 2015 will be formed within the next three weeks.
   B. **President's Office (Enz Finken):** Cal Poly has another success in the Rose Parade by winning the Lathrop K. Leishman Award. The search for the new head of the Department of Diversity and Inclusivity, who will start reporting directly to the President and sit in the President's Cabinet, is underway. The President's new Chief of Staff, Jessica Darin, will begin in May.
   C. **Provost (Enz Finken):** The Athletics Department will begin reporting directly to Student Affairs in a month's time. Enz Finken, Provost, is looking for a faculty member to serve on the Alumni Board for the Alumni Foundation. Administration and Finance are working with Academic Affairs and the Provost's Office to put together a joint proposal to allocate one-time Student Success Fees to classroom upgrades and library space renovations.
   D. **Statewide Senate (LoCascio):** none.
   E. **CFA (Archer):** Fact finding has been extended by a month.
   F. **ASI (Monteverdi/Schwaegerle):** Schwaegerle, ASI President, reported on a possibility for an on-campus congressional debate. About 2000 students signed up to vote through the Voter Registration Campaign. Monteverdi, ASI Chair of the Board, announced a February referendum to renovate and expand the UU. Last year, 4800 students voted in a survey and 68% were in support of increasing Student Success Fees for the renovation.

IV.   Special Reports:
   A. Brian Tietje, Vice Provost for international, Graduate and Extended Education, announced the launch of an on-campus Intensive English Program for international students by the Fall of 2016.

   B. Ken Brown, Faculty Affairs Committee chair, and Dustin Stegner, Instruction Committee chair, presented the attempt to fold the implementation of University Wide questions and online student evaluations together by Fall 2016. Al Liddicoat, Associate Vice Provost Personnel, followed up with the success of the new IT tool that will allow the scaling of 800 (15%) classes in the fall to complete student evaluations online.

V.   Business Item(s):
   A. **Appointments to Academic Senate committee for 2015-2017:** M/S/P to approve the following appointments:
   College of Engineering
   Curriculum Committee   Gregg Fiegel, Civil and Environmental Engineering
   College of Liberal Arts
   GE Governance Board   Josh Machamer, Theatre and Dance

GE Governance Board (Winter and Spring 2016)   Tal Scriven, Philosophy
College of Science and Math
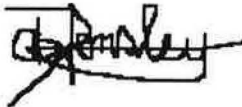GE Governance Board (Winter and Spring 2016)   Elena Keeling, Biological
Sciences

B. **Resolution on ASCC membership: Brian Self, Curriculum Committee chair:** Brian Self, Curriculum Committee chair, presented a resolution asking the Academic Senate to amend the membership of the ASCC to include a representative from the Library. M/S/P to agendize the Resolution on ASCC membership.

C. **Resolution to Add the Function of Task Forces: Gary Laver, Academic Senate chair:** Gary Laver, Academic Senate chair, presented a resolution to the Academic Senate to amend the general definition of committees to include task forces. M/S/P to agendize the Resolution to Add the Function of Task Forces.

VI.   Discussion Item(s):
A. **Sunsetting old resolutions. Example: CAP 420: removal of section 420.4 - amorous relations and resolution AS-471-96/SWC Resolution on Amorous Relationships:** The process of formally rescinding, retiring, or "sunsetting" old resolutions was discussed. Some suggestions included posting on the Kennedy Library Digital Commons website of changes and adding a resolution to explain the formal process.

VII.   Adjournment: 5:06pm

Submitted by,

Denise Hensley
Academic Senate Student Assistant

2015-2017 Academic Senate Vacancies

College of Agriculture, Food and Environmental Sciences
Distinguished Teaching Awards Committee (2015-2016)
Instruction Committee (2015-2016)
Research, Scholarship & Creative Activities Committee

College of Engineering
Distinguished Scholarship Awards Committee

College of Science and Math
GE Governance Board – 1 vacancy for winter and spring 2016

Professional Consultative Services
Budget & Long-Range Planning Committee
Distinguished Scholarship Awards Committee
Distinguished Teaching Awards Committee

Task Forces

Open Educational Resources (OER) – 4 faculty, 1 PCS

Mark Stankus, Math (19 years at Cal Poly) Tenured
I have used books which are free for my students (through Springerlink).
I am familiar with a variety of approaches to copywriting open source and free materials (Creative Commons License, GFDL, etc.).
I am interested researching the availability of free, but high quality, texts.
I have been on the Academic Senate, the college and department level peer review committees and textbook committees within my department.

Catherine Waitinas, English (10 years at Cal Poly) Tenured
I'd like to serve on the OER task force because students deserve the right to an education that is fairly priced, including course materials. I'm currently developing OER materials for the Walt Whitman Archive (www.whitmanarchive.org) that would be available to anyone internationally for use in classrooms. I also have completed OER workshops here at Cal Poly with Dana Ospina and her colleagues, and I participated in a quarter-long OER campus working group in Fall 2014. Also, I have collaborated with undergraduate students (especially Erika Wilson) who are now currently working independently and with Dana to promote OER knowledge and use among the student body.

Amy Wiley, English (11 years at Cal Poly) Lecturer
I began experimenting with public access and Open Educational Resources sources several years ago in my literature and composition courses, and over the last two years in particular, I have devoted careful study to developing my knowledge base of not only the array of materials available but also how they can be used to support as well as develop effective pedagogical practices and a teacher-scholar model that more closely brings research and classroom practices together for both the teacher and the student.

There is, I think, a particular tension surrounding textbook costs within GE courses. Students at Cal Poly can be resistant to the time and energy GE coursework demands when they perceive these courses as interfering with their major course of study, and expensive textbooks only further complicate that already fraught relationship. These costs can be an impediment to learning when students are resistant to purchasing textbooks in the first place: they cannot read or study what they do not have. Creating a rigorous, accessible base of course materials based on the OER model, however, removes some of the barriers to students' abilities—emotional or financial—to participate in the significant foundational learning their GE courses represent. Furthermore, in some cases, engaging students in seeking out, critiquing, and developing course materials in GE situations actually deepens the learning experience while emphasizing the very learning objectives the course and the university emphasize, especially with respect to ULOs such as creating critical,

creative thinkers; independent, life-long learners. Indeed, all seven of the ULOs can be supported and demonstrated through a strategic plan to develop and implement OERs.

As the above implies, it is important to recognize that OERs do not entail merely finding or creating high quality "free" or creative commons licensed materials; as my co-authors and I argue in our the forthcoming paper, "What Does It Mean To Open Education?" (forthcoming July 2016), opening the classroom or campus to OERs can facilitate a cultural shift in one's relationship with one's content, students, and pedagogical practices that greatly strengthens scholarship, research, and learning practices for students.

While that shift can, of course, be undertaken on an individual or small group level, it is one that would greatly benefit from institutional support and, indeed, the creation of such institutional memory and support vehicles would be greatly enhanced by the grant funds made available to the CSU system by the passing of AB 798. Use of OERs can foster an independent and responsible attitude among students in which they take ownership of their learning in a manner that is entirely in harmony with Cal Poly's learn-by-doing philosophy and, in effect, also encourages an intimate connection between teacher-scholar models and learn-by-doing for the general faculty. Furthermore, OERs can, if handled creatively, develop into a useful means of to support nontraditional students' work, engaging them with their professors in developing materials useful to them, their interests, and point of view while engaging in solid, rigorous, content-based learning. Those kinds of practices can, at the same time, be cultivated to support fundraising efforts and highlighted in recruiting nontraditional student populations, serving the larger university as well as individuals, classes, and departments.

As a result of my own study and experiments in this area, I am convinced that there are many approaches to how OER resources can be developed, supported, encouraged, and leveraged on Cal Poly's campus. By working in concert with some of the strong movements currently underway within the CTLT and with regard to GE assessment, particularly in the area Critical Thinking, Cal Poly is well-positioned practically and philosophically to take advantage of and augment those resources and relationships it has already been building. Given my position as a classroom teacher with a broad base of professional connections among several departments' tenured faculty and lecturers, I am likewise aware of varied goals, practices, and classroom cultures OERs could serve. I look forward to the possibility of working with the task force to create a proposal that is plausible, practical, flexible and, above all, one that identifies balanced approaches to serving instructors' and students' needs.

Sample of some my recent teaching and research-related activities that intersect with this topic:
- Critical Thinking Advisory Group, invited member. Lead by Jack Phelan, Director of Academic Assessment. 2015- 2017.
- "What Does It Mean To Open Education? Perspectives on Using OERs from the Field at a U.S. Public University." With Vanasupa, L., Schlemer, L., & Ospina, D. Open Education: International Perspectives in Higher Education. International Higher Education Teaching and Learning Association. Forthcoming, July 2016.
- "Resilience Through Rigor: Teaching Students to Express their Own Prompts and Problems." 40-minute individual session at the CSU Symposium on University Teaching, Cal State Long Beach, March 2015.
- Consortium to Promote Reflection in Engineering Education (CPREE) Fellow. Trevor Harding, Principal Investigator. Run by the University of Washington and funded by the Leona M. and Harry B. Helmsley Charitable Trust, 2015-2017.
- Technical Communication Planned Learning Community Fellow. Chelsea Milbourne and Matt Luskey, organizers. Fall 2015-spring 2016.
- Open Education Resources Learning Community Fellow, sponsored by the "Creating a replicable transformation path for change: A pilot study on overcoming the barriers to individualized teaching and learning" grant. Lizabeth Schlemer and Linda Vanasupa, Principle Investigators. National Science Foundation, Division of Undergraduate Education grant #1044430 (2011). 2014-2015.
- Critical Thinking Institute. Center for Teaching, Learning, and Technology. June 14-19th, 2015.
- Affordable Learning Solutions. "Copyright 101" Workshop and Certification. May 27, 2015. Participant.
- Open Education Resources and Disability Services Technology Presentation, "Affordable Learning Solutions." Kennedy Library, November 5, 2014. Participant.
- Open Education Resources Workshop, Kennedy Library. May 19, 2014. Participant.

USCP/DLO Task Force – 2 vacancies 2015-2016

2015-2016 University Vacancies

Academic Assessment Council – 1 vacancy for CAFES only 2015-2018

Accommodation Review Board – 1 vacancy 2015-2017

Campus Safety and Risk Management Committee – 2 vacancies 2014-2016 and 2015-2017

Institutional Animal Care and Use Committee – 1 vacancy 2015-2016

Intellectual Property Review Committee – 1 vacancy – CAFES 2015-2017

University Union Advisory Board – 2015-2016

Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-___-15

Background Statement: On January 23, 2015, the Academic Senate CSU unanimously approved resolution AS-3199-15/FA Non-Tenure Track Faculty and Shared Governance in the California State University: A Call to Campus Senates. Such resolution encourages campus senates to review or revise their constitutions and policies in order to include lecturers, non-tenure track librarians, coaches, and counselors, in the term "faculty" in a manner consistent with the CSU-CFA Collective Bargaining Agreement (Article 2.13).

RESOLUTION TO AMEND THE DEFINITION OF MEMBERSHIP OF THE GENERAL FACULTY ON THE *CONSTITUTION OF THE FACULTY*

1 RESOLVED: That the definition of General Faculty in Article I and Article III.1 of the current *Constitution of the*
2 *Faculty* be amended; and be it further
3
4 RESOLVED: That the Academic Senate conduct a General Faculty referendum to amend Article I and Article
5 III.1 of the current *Constitution of the Faculty* as follows:
6
7 ARTICLE I. MEMBERSHIP OF THE GENERAL FACULTY
8 ~~Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and~~
9 ~~belong to at least one of the following entities: (1) full-time academic employees holding faculty rank whose~~
10 ~~principal duty is within an academic department, unit, or program; (2) faculty members in the Pre-Retirement~~
11 ~~Reduction in Time Base Program; (3) full-time probationary and/or permanent employees in Professional~~
12 ~~Consultative Services as defined in Article III.1.b of this constitution; (4) full-time coaches holding a current faculty~~
13 ~~appointment of at least one year; (5) lecturers holding full-time appointments of at least one year in one or more~~
14 ~~academic departments, units, or programs; or (6) lecturers with a current assignment of 15 WTUs for at least three~~
15 ~~consecutive quarters.~~
16
17 Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and
18 belong to at least one of the following entities:
19
20 (1) full-time or part-time (PRTBs, FERPs, and faculty with reduction in time base) tenured/tenure-track instructional
21 faculty
22
23 (2) lecturers holding full-time appointments of at least one year, or who have had three consecutive quarters with an
24 ~~assignment~~ appointment of 15 WTUs per quarter;
25
26 (3) part-time lecturers holding appointments for at least six consecutive years;
27
28 (4) full-time or part-time (including PRTBs, FERPs, and faculty with reduction in time base) tenured/tenure-track
29 counselors or library faculty unit employees;
30
31 (5) full-time or part-time probationary and/or permanent ~~employees in Professional Consultative Services (PCS)~~
32 ~~which include (a) librarians; (a) counselors (SSP: SSP-ARI, SSP-ARII, and SSP-ARIII);~~ (a) student services
33 professionals (SSPs III and IV); and (b) physicians;
34

35 (6) full-time temporary ~~employees in PCS holding appointments of at least one year which include~~ (a) librarians; (b)
36 counselors (SSP: SSP-ARI, SSP-ARII, and SSP-ARIII); (c) student services professionals (SSPs III and IV); (d)
37 physicians; and (e) coaches; holding appointments of at least 12 consecutive months;
38

39 (7) part-time temporary ~~employees in PCS holding current employment of at least six consecutive years which~~
40 ~~include~~ (a) librarians; (b) counselors (SSP: SSP-ARI, SSP-ARII, and SSP-ARIII); (c) student services professionals
41 (SSPs III and IV); (d) physicians; and (e) coaches; and holding appointments for at least six consecutive years;
42

43 ~~(8) faculty participating in the Faculty Early Retirement Program (FERP);~~
44

45 Members of the General Faculty, including department chairs/heads, shall not cease to be members because of any
46 assigned time allotted to them for the carrying out of duties consistent with their employment at Cal Poly. "Visiting
47 Personnel," visiting faculty, and volunteer instructors shall not be members of the General Faculty. Members of the
48 General Faculty who are on leave for at least one year shall not be voting members during their leave.
49

50 Nonvoting membership in the General Faculty shall consist of all academic personnel not included in the voting
51 membership.
52
53

54 ARTICLE III.   THE ACADEMIC SENATE
55   Section 1.   Membership
56   (a)   Colleges with fewer than 30 faculty members (full-time tenured/tenure-track instructional
57   faculty) shall elect two senators. All other colleges shall elect three senators, plus one
58   additional senator for each additional 30 faculty members or major fraction thereof.[1]
59

60   (b)   Designated personnel in Professional Consultative Services ~~(excepting directors)~~ as
61   defined in Article I. Section 4-6 will follow the same formula for representation as used by
62   the colleges (Article III. Section 1 (a)) ~~shall be represented in the Academic Senate by the~~
63   ~~formula of one senator per each fifteen members or major fraction thereof:[2]~~
64   ~~(1)   Full-time probationary or permanent Librarians; and~~
65   ~~(2)   Full-time probationary or permanent (a) counselors; (b) student services~~
66   ~~professionals [SSP]: SSP I-academically related, SSP II-academically~~
67   ~~related, and SSP III-academically related; (c) SSPs III and IV; (d)~~
68   ~~Cooperative Education lecturers; and (e) physicians.~~
69   ~~(3)   Full-time coaches holding a current faculty appointment of at least one~~
70   ~~year.~~
71

72   (c)   Part-time lecturers in an academic department/teaching area and part-time student services
73   professionals (SSPs III and IV); physicians; and coaches; ~~employees in Professional~~
74   ~~Consultative Services,~~ other than those who are members of the General Faculty as
75   defined in Article I, will be represented by one voting member in the Senate.
76

77   (d)   Senators acting in an at-large capacity are the current Academic Senate Chair, the
78   immediate Past Academic Senate Chair, and the CSU academic senators. All at-large
79   positions shall be voting positions except for the Academic Senate Chair which is a
80   nonvoting position except when the Chair's vote is needed to break a tie.
81

82   (e)   Ex officio, nonvoting members are (1) the President of the University or designee, (2) the
83   Provost or designee, (3) one representative from among the academic deans, (4) the ASI
84   President, (5) the Chair of ASI Board of Directors, and (6) the Vice President for Student
85   Affairs.

Proposed By: Academic Senate Executive Committee
Date: January 4, 2016

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[1] All calculations are based on employment data from October of the academic year of the election
~~[2] All calculations are based on employment data from October of the academic year of the election~~

Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-15

RESOLUTION REQUESTING THAT CAL POLY ADMINISTRATION DEVELOP AN
INTEGRATED STRATEGIC PLAN

1 2 3	WHEREAS,	It is important to have a tool that communicates and facilitates where the University is headed and how it will get there; and
4 5 6	WHEREAS,	A strategic plan is one tool that can assist in communicating and facilitating the University's vision and mission; and
7 8 9	WHEREAS,	A strategic plan is a valuable tool that can guide resource decisions to efficiently achieve the University's vision and mission; and
10 11 12	WHEREAS,	A strategic plan for a university does not need to be considered a static document; and
13 14 15	WHEREAS,	An important component to all strategic plans are the goals and actions that will assist the organization to meet its mission and vision; and
16 17 18 19 20	WHEREAS,	In May 2011, the Academic Senate at Cal Poly adopted resolution AS-728-11 Resolution on the Strategic Plan, that called upon the Academic Senate to "create or instruct a committee to work collaboratively with the administration on further developing and implementing the Cal Poly strategic plan"; and
21 22 23	WHEREAS,	On June 28, 2011, President Armstrong acknowledged receipt of Senate resolution AS-728-11; and
24 25 26 27	WHEREAS,	In May 2014, Cal Poly President Jeffrey Armstrong provided the campus with a new vision statement, Vision 2022, which he developed from various campus conversations with faculty and staff; and
28 29 30 31	WHEREAS,	The last formally written strategic plan for Cal Poly was developed in 2009 for the WASC accreditation before President Armstrong developed his Vision 2022 statement; and
32 33 34	WHEREAS,	The University is currently updating its master plan and its academic plan which makes it an opportune time to update its strategic plan; and
35 36 37	WHEREAS,	The University in its Program Review process has acknowledged the importance of goals and actions with corresponding information regarding who is the responsible party that will undertake the goal/action, the priority of the

38		goal/action, resource implications to achieve the goal/action, the timeframe the
39	.	goal/action will be completed, and important milestones towards achieving the
40		goal/action; therefore be it
41		
42	RESOLVED:	That the Academic Senate through this resolution demonstrates its approval of
43		President Armstrong's Vision 2022 statement; and be it further
44		
45	RESOLVED:	That the Budget and Long Range Planning Committee take the charge of
46		working with the Administration to update Cal Poly's 2009 strategic plan to
47		incorporate President Armstrong's Vision 2022; and be it further
48		
49	RESOLVED:	That the Budget and Long Range Planning Committee ensures that the new
50		strategic plan has a succinct set of specific measurable goals and actions, key
51		performance indicators for these goals and actions, and a timeline for the goals
52		and actions to be accomplished; and be it further
53		
54	RESOLVED:	That Cal Poly has an updated and completed strategic plan by May 2017; and be
55		it further
56		
57	RESOLVED:	That the Budget and Long Range Committee is charged to work with the
58		Administration in implementing and providing oversight to the newly developed
59		strategic plan.

Proposed by: Academic Senate Budget & Long-Range Planning Committee
Date: January 21, 2016

Adopted: May 3 2011

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-728-11

RESOLUTION ON THE STRATEGIC PLAN

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3   WHEREAS,   A strategic plan can be summarized as a framework to achieving the institution's
long-term goals and objectives; and

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6
7   WHEREAS,   The key components of a strategic plan should be composed of a vision statement,
a mission statement, a set of goals to achieve the mission and vision, and a set of
key performance indicators; and

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10   WHEREAS,   The vision of the institution describes the overarching long-term goals of the
institution; and

11
12   WHEREAS,   The mission of the institution describes why it exists; and

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15   WHEREAS,   The goals in the strategic plan should be specific, measurable, and should lead to
the achievement of the institution's vision and support its mission; and

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20   WHEREAS,   The Academic Senate believes that a strategic plan is a necessary component to
moving the University towards it long-term goals, and a strategic plan acquires
operational utility when it provides a framework for collaborative decision making
and institutional alignment; and

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26   WHEREAS,   The Academic Senate strongly supports strategic planning as an essential
component of institutional success and recognizes a necessary condition for a
successful strategic plan is collaboration and acceptance among a broad assortment
of the Cal Poly community, including the General Faculty, administration, staff and
students; and

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28
29   WHEREAS,   The vision in The Cal Poly Strategic Plan – V7 moves Cal Poly toward becoming
the premier *comprehensive polytechnic university*; and

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34   WHEREAS,   The Report of the WASC Visiting Team Capacity and Preparatory Review states
that there is a need to "...continue to refine their [Cal Poly's] definition of a
comprehensive polytechnic university in ways that can be embraced by all members
of the University," and

35
36   WHEREAS,   The Cal Poly Strategic Plan – V7 provides a framework for continuing discussion
and a summary of where Cal Poly stands as an institution; and

37
38 WHEREAS,   Identifying peer and aspirational institutions and key performance indicators are
39   activities central to measuring Cal Poly's progress toward achieving our strategic
40   goals; and
41
42 WHEREAS,   The Cal Poly Strategic Plan – V7 proposes several decisions which are consistent
43   with maintaining and enhancing the core competencies of Cal Poly including
44   preparing whole system thinkers, increasing integration of faculty, staff and
45   students, Learn-By-Doing as a core pedagogy, and restoring economic vitality;
46   therefore be it
47
48 RESOLVED: The Academic Senate endorse The Cal Poly Strategic Plan – V7 as an emerging
49   framework to provide guidance on academic operational decisions and planning
50   across Cal Poly; and be it further
51
52 RESOLVED: That the Academic Senate create or instruct a committee to work collaboratively
53   with the administration on further developing and implementing the Cal Poly
54   strategic plan; and be it further
55
56 RESOLVED: That the Academic Senate continue to work collaboratively with the Cal Poly
57   community to further develop and enhance Cal Poly's identity as a *comprehensive*
58   *polytechnic university*; and be it further
59
60 RESOLVED: Any key performance indicators used to measure Cal Poly's progress toward goals
61   elucidated in the strategic planning process should be specific, measurable, and
62   should be informative as to whether the institution is making progress towards its
63   identified goals.

Proposed by: WASC/Academic Senate Strategic Plan Task Force
Date: February 22 2011
Revised: April 25 2011
Revised: May 3 2011

CAL POLY STRATEGIC PLAN – V7

STRATEGIC PLAN PURPOSE

The primary purpose of this Cal Poly strategic plan is to provide the direction and core framework for institution-wide continuous strategic planning and future initiatives. This plan together with divisional and unit, and college and department strategic planning, shall align with WASC reaccreditation and also will form the foundation for the Cal Poly capital campaign planning.

The plan articulates the Vision for Cal Poly and outlines the system for tracking progress relative to that Vision. This will include the perspectives of key stakeholder groups and be benchmarked relative to comparison institutions groups. The plan expresses the core values for the institution, individual and community, and summarizes the immediate specific strategic decisions. The process to develop action plans and strategic initiatives is outlined.

Note that in addition to the annual review of progress, the plan itself will be reviewed and updated each year as needed.

VERSION HISTORY

The original Version 1 of the plan was developed during fall quarter 2008 and disseminated for comment January 15, 2009. It had been built on several existing strategic planning documents including the Access To Excellence CSU plan, college strategic plans, and the reports of the 2008 strategic planning Five Working Groups discussed at the August 21, 2008 strategic planning workshop.

After extensive feedback on Version 1 during spring quarter 2009 from the campus community and external partners, Version 2 of the plan was developed. That version was presented and discussed with the President's Cabinet and university leadership, May 2009. Based on their feedback, successive Versions 3-6 were circulated among the Cal Poly leadership, central administration and college leaders. This current working draft Version 7 has been developed based on that combined feedback.

It should be noted that while the structure, form, style and expression in Version 7 differ significantly from the original Version 1, most of the core elements of the original version remain. Feedback on this current working draft Version 7 is invited.

Erling A. Smith
Vice Provost for Strategic Initiatives and Planning

SUMMARY

VISION
- Nation's premier comprehensive polytechnic university
- Nationally recognized innovative institution
- Helping California meet future challenges in a global context

TRACKING PROGRESS
- We will track progress toward achieving the vision using key performance indicators
- The key performance indicators will be directly linked to the vision and connected to the different perspectives of the primary stakeholder groups
- We will measure ourselves against a comparison institutions group
- Each year we will review our status, looking for opportunities for improvement and realignment throughout the institution
- Each year, we will review proposals for action, realigning, opportunities, initiatives and investment

VALUES
- Institutional
  - *excellence, continuous improvement and renewal*
  - *transparency, open communications and collaboration*
  - *accountability, fiscal and environmental responsibility*
- Individual
  - *professionalism, personal responsibility, and ethical*
  - *lifelong learner and seeking personal excellence*
  - *campus citizen and team member*
- Community
  - *multicultural, intellectual diversity and free inquiry*
  - *inclusivity and excellence, mutual respect and trust*
  - *civic engagement, social and environmental responsibility*

DECISIONS
- Enhancing differentiation
  - *Continue to develop unique comprehensive polytechnic identity*
  - *Shift definition to all majors as "polytechnic" preparing whole-system thinker graduates*
  - *Increase integration and interlinking of disciplines, faculty, staff and students*
  - *Build on core Learn-By-Doing pedagogy to ensure all students have a comprehensive polytechnic multi-mode education*
- Restoring economic viability
  - *Strategically manage revenue, costs, allocation or resources, improve effectiveness and efficiency*
  - *Shift mix of students to increase proportion of graduate students and international students*
  - *Implement institution-wide vision-driven and evidence-based decision-making and continuous improvement*
  - *Adopt and implement comprehensive enrollment management*

ACTION
- All divisions and colleges will develop plans linked to this institutional plan and its strategic decisions.
- Plans will be tied to the institutional Mission and Vision identifying the contributions and roles, and highlight opportunities for collaboration and partnering.
- The plans will encompass the stakeholder perspectives, incorporate Cal Poly values and use the institutional key performance indicators along with other appropriate metrics.

APPENDIX

VISION

Premier polytechnic, innovative institution, helping California

Cal Poly will be the nation's premier comprehensive polytechnic university, a nationally recognized innovative institution, focused to help California meet future challenges in a global context.

Questions and Answers

The Vision statement raises several strategic questions: Is this vision consistent with the Cal Poly mission? Is the vision achievable from our current position? What are the gaps between our vision, mission and our current position? Does the vision align with our preparation for WASC? Are we committed to being the best at our defined mission? Do we agree that Cal Poly is defined as a comprehensive polytechnic university with the mix of professional, STEM, humanities and social science programs that implies? Do we wish to define ourselves in terms of polytechnic colleges, polytechnic programs and/or polytechnic students? Do we accept the recommendation to expand our expectations of students to emerge from Cal Poly as whole-system thinkers? Do we continue to commit ourselves to project based learning – the emerging definition of "learn by doing"? Are we committed to transparency of process, sustainability of operations as an element of whole-system thinking, and innovation as a necessary element of continuous improvement? Do we accept that the arc of history for Cal Poly implies a continuing growth of our graduate student proportion? Do we accept the premise that resources determine size? (Does not necessarily limit growth, but focuses on how growth might be achieved rather than just hoping for state money.) Do we endorse a definition for productivity of the University as the best possible graduate per unit of resources expended?

Is this vision consistent with the Cal Poly mission?

Yes. Each of the three primary aspects of the vision statement – premier polytechnic, innovative institution and helping California – aligns and crosslinks to each of the three core aspects of the mission – teaching and learning, scholarship and research, and outreach and service – as expressed in our mission statement:

> "Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility."

However, while the mission statement describes our historic, enduring and continuing institutional purpose, the vision statement is an elevation, pointing to where we wish to go from our current position.

Is the vision achievable from our current position?

Our current position is that Cal Poly is a well-established, recognized and highly ranked institution; a comprehensive polytechnic state university, with baccalaureate and

graduate level programs in science-, technology- and mathematics-based professions, and academic and professional programs in the arts and sciences. Cal Poly is known for its learn-by-doing environment and comprehensive multi-mode educational experience that prepares graduates for successful lives and careers as long-term performers and leaders in agriculture, architecture, the arts, business, education, engineering and the sciences. Cal Poly and many of our programs enjoy very high ranking. Competition for our unique Cal Poly education is extremely strong as is the demand for Cal Poly graduates because of their ready-on-day-one capabilities and long-term performance and leadership. Cal Poly contributes significantly to the economy and well-being of California. Clearly, our current position is on the trajectory towards achieving the vision.

What are the gaps between our vision, mission and our current position?

The vision calls us to be the premier comprehensive polytechnic university. Cal Poly graduates must be second to none. The total educational environment and experience we provide must enable the growth and learning of our students so they emerge as premier graduates with the skills they need for sustained future success in the challenges ahead. We must commit to ensuring our curricula and programs are the best and are continuously improving. We must ensure that the student learning we intend – as expressed in our University Learning Objectives, and program and course outcomes – is being achieved and demonstrated by robust assessment methods. In addition, we must make sure that all aspects of our support operations are focused on ensuring the progress and success of our students.

In parallel, we must commit to continuing development and expansion of our individual skills and excellence – faculty continuing their development as teachers, scholars and campus citizens, and staff and administrators continuously improving as skilled professionals and lifelong learners. Every new hire must be better than the last and even better than any one of us! Regardless of position, each of us must be dedicated to the progress and success of our students.

Meanwhile, we must continue to work hard on improving the Cal Poly learning and support infrastructure. In spite of excellent progress on the Master plan at providing many new academic buildings and residence halls during the past decade, continued progress will be far more challenging in the years immediately ahead. Many classrooms are in urgent need of renovation and upgrade. The increasing scholarly expectations on faculty have increased demand for more research laboratories, better computing facilities and an upgraded and expanded library and similar vital "common goods" of a successful university. However, we will need to be more creative and innovative, and where appropriate use technology as part of the solution to these challenges.

Does the vision align with our preparation for WASC?

Definitely. The principal theme of our WASC self-study has been "Our Polytechnic Identity" examined from different points of view including integrated student learning, the teacher-scholar model and learn-by-doing. These align and crosslink to the three principal aspects of the vision – premier polytechnic, innovative institution, and helping California. The work of all the WASC groups has contributed to the development of the strategic plan and expression of our vision.

Are we committed to being the best at our defined mission? – creates a commitment to continuous reflection, self examination and improvement.

Yes. We have a long history of leadership in undergraduate higher education and because of the reputation we have earned we attract the highest quality student and have built a faculty and staff of the highest standing. Our unique Cal Poly mission remains relevant and central; and our graduates because of their inherent quality, abilities and skill sets they possess are ever more critical to help California meet its current and future challenges.

To continue to be the best, every year we must seek to be better than the year before, with intentional continuous reflection, examination and improvement of all we do, at both the individual and institutional levels. Indeed, the primary purpose of the strategic plan is to provide the common direction and shared core framework for continuous strategic planning and future initiatives as we seek to be even better.

Thus, we need to review all aspects of the mission and prioritize. Then, we will need to track our progress continually and benchmark ourselves against a comparison institutions group to make sure our trajectory and position is right. No single measure and no single point of view will be sufficient so we will need to monitor several – though a limited set of – quantitative progress, quality and resources indicators, balancing the different aspects and perspectives of the Cal Poly mission. Each year, we will report and score our progress, balancing the different aspects, and examine opportunities for improvements, strategic initiatives and investments.

For example, we need to pay more attention to improving the graduation rate and student progress to degree; we need to systematically listen to alumni and employers to ensure the quality of our education and graduates is always relevant and moving forward; we also need to develop ways to demonstrate and highlight faculty scholarship in its fullest sense and showcase these important contributions; and we need to continually upgrade our facilities and infrastructure.

Do we agree that Cal Poly is defined as a <u>comprehensive polytechnic university</u> with the mix of professional, STEM, humanities and social science programs that implies?

Yes. We are both a comprehensive university and a polytechnic university and these two overlapping aspects of the Cal Poly identity reinforce each other. The range of our programs provides us intellectual breadth, balance and institutional strength and is an important reason for our continued success and durability. An important arm of our strategy is to continue to enhance this competitive advantage of our institutional differentiation.

Cal Poly is a polytechnic university, one of only 12 four-year universities/campuses nationwide with "polytechnic" in their name. A feature common to most "polytechnic" institutions is a focus on programs in math-, science- and technology-based professions. Certainly this is true for Cal Poly with over 1/3 of the degrees being in the STEM fields, 3/4 of the degrees in the Professions, and 84% of our degrees in the Professions and STEM combined.

In addition, the Professions and STEM is a common unifying component of our Cal Poly identity. For example, all Cal Poly colleges have at least one program that is in the Professions, and almost all our colleges have programs that are in STEM. Further, CLA and CSM, in addition to their majors in the Professions, STEM, and other academic

disciplines, play a critical role in the foundational general education core of all our graduates.

Cal Poly is also a comprehensive university. The Carnegie Foundation for the Advancement of Teaching classifies institutions by their graduate programs using four field groupings: Humanities, Social Sciences, STEM and the Professions. Carnegie identifies an institution as "comprehensive" only if it has graduate-level programs and graduates in all four Carnegie field groupings. Perhaps surprisingly only 21% of the 1213 institutions overall and only 13% of the 804 master's level institutions are in this category. Of the 12 "polytechnic" and 24 "institute of technology" four-year institutions combined only 5 are classified as comprehensive: three doctoral level research universities and two master's level universities; and only three are designated as polytechnic. We are one of only very few "comprehensive polytechnic" universities. [See the Appendix for more information on Carnegie classifications and Cal Poly and also http://www.carnegiefoundation.org/classifications/index.asp]

Do we wish to define ourselves in terms of polytechnic colleges, polytechnic programs and/or polytechnic students?

For many years, we have used the total enrollment in CAFES, CAED and CENG as our surrogate measure of how "polytechnic" we are, but that is a limiting construct and not fully representative of the broader scope of the polytechnic identity of Cal Poly today. Polytechnic universities have a significant focus on undergraduate and graduate programs – typically technology, science, or math-based – that prepare individuals for professional careers. This is certainly true of Cal Poly but we now have programs in the Professions in every college, i.e. extending well beyond our historic "polytechnic" colleges.

Regardless of their major, all Cal Poly graduates will need much more of their education to tackle the challenges of the future. Of course, they will continue to need the depth of knowledge of their discipline that we have always provided. But this depth must also be integrated with breadth, balance and literacy in technology, the arts and sciences – a comprehensive polytechnic general education. Therefore, we will need to develop our programs further to prepare all our students regardless of the major to become "comprehensive polytechnic" graduates.

Do we accept the recommendation to expand our expectations of students to emerge from Cal Poly as <u>*whole-system thinkers*</u> *– implies an expansion of project based learning to highly interdisciplinary teams?*

It is clear that the problems of today and the challenges of tomorrow for California and in a global context will need graduates who have depth and breadth in an integrated education and are whole-system thinkers. The challenges are many and most are complex requiring a multi-disciplinary and integrated interdisciplinary team rather than a solo individual approach.

Cal Poly graduates are valued for being "ready day one" and also being long-term high performers and typically have the characteristics needed. However, we need to ensure this is an intentional outcome and added value of the educational experience we provide. We should look at all our programs both individually and collectively to ensure that the full set of learning experiences do indeed prepare our students for the challenges of their future.

Future Cal Poly graduates should have integrated breadth, balance and literacy in technology, the arts and sciences and depth of their total education to be whole-system thinkers and leaders. These will be important differentiators of Cal Poly graduates. They should demonstrate expertise, work effectively and productively as individuals and in multidisciplinary teams, communicate effectively, think critically, understand context, research, think creatively, make reasoned decisions, use their knowledge and skills, and engage in lifelong learning. This will be true for all our graduates regardless of major, preparing them for full and enriching lives, ready for entry into their chosen careers or advanced study and to contribute to society.

Meanwhile, each of us should model the expectations we have of our graduates, i.e. from working effectively and productively as individuals and as part of a multi-disciplinary team, to being life-long learners and whole-institution thinkers, and campus citizens, sharing a common purpose – the success of our students.

Do we continue to commit ourselves to project based learning – the emerging definition of "learn by doing"?

We must ensure that we remain leaders and innovators in higher education pedagogy, this must be part of Cal Poly being the best. Learn-By-Doing is a core part of a Cal Poly education and a well-known part of our identity differentiating us from other institutions. LBD provides our students hands-on active learning beyond and complementing their work in the classroom and their co-curricular activities.

Like all aspects of our pedagogy, we must continue to improve and enhance LBD to intentionally mobilize higher levels of learning. Project-based learning (PBL) can be classified as a mode of LBD; and capstone projects are an example of PBL. But LBD, PBL, and capstone experiences are opportunities for a deeper, richer education to develop the whole-system thinker, comprehensive polytechnic graduate for the future. We should explore introducing these integrative experiences early in a student's time with us, perhaps as a foundational part of all our curricula.

Are we committed to transparency of process, sustainability of operations as an element of whole-system thinking, and innovation as a necessary element of continuous improvement?

Transparency must be a fundamental Cal Poly value together with open communication, accountability, evidence-based decision-making, and continuous improvement. All of these will assist us in our strategy of restoring economic viability. This past year we have been working hard to improve access and sharing of institutional data and in easy-to-understand formats; we have also been working on improving internal communications particularly in these difficult times of budget uncertainty.

Meanwhile, Cal Poly is a leader in sustainability of operations with a well-developed process and a record of progress to continuously improve our performance. We also have expertise in sustainability as an academic and research field. Indeed, fully-developed, sustainability can embody whole-system thinking.

We need to be innovative and creative as we seek continuous improvement and renewal in our programs and in our operations. Cal Poly also has opportunity to contribute to the field of innovation, another potentially integrative theme we have expertise in and should develop further.

Do we accept that the arc of history for Cal Poly implies a continuing growth of our graduate student proportion?

Yes. Although approximately 10% of Cal Poly degrees are at the master's level, overall both graduate enrollment and its proportion have been declining slightly during the past decade; currently it is at about 5% of the total enrollment. Increasing our graduate proportion would yield many benefits.

For many of our majors, a baccalaureate degree is considered only an "entry-level" degree and increasingly a graduate degree is considered the first "professional" degree. Indeed, several employers have moved to hiring only at the advanced degree level.

A greater proportion of graduate students would increase the heterogeneity of the campus population, increasing the presence of national and international students and enhancing the education of all. Graduate students also serve as academic role models for our undergraduates. A deeper graduate education presence would help us further develop our research and would certainly enhance our national and international reputation. It would also support faculty in becoming teacher-scholars.

We would have to identify strategic opportunities for growth in areas where we have strength and reputation, and can build on our existing infrastructure. Note that we do have some competitive advantage of having made only a limited investment in graduate programs so far and thus we have the opportunity to be selective, creative and agile.

Do we accept the premise that resources determine size? (Does not necessarily limit growth, but focuses on how growth might be achieved rather than just hoping for state money.)

As part of our strategy to restore economic viability, we need to decouple our institutional size from the state allocation as much as is feasible. For example, the Cal Poly Plan and the College-Based Fee recognize our unique and different mission and higher cost and quality of the education we provide. We need to carefully steward and manage all our resources, continually look for ways to streamline our activities without sacrificing Cal Poly quality.

We also need to explore expanding non-state revenue sources, again without sacrificing quality. Examples include out-of-state and international students as an increasing proportion of our students, licensing intellectual property; increased grants income and continuously growing philanthropy.

We should build on our core strengths and competitive advantages wherever possible, have a sound business plan and monitor returns on such investments.

Do we endorse a definition for productivity of the University as the best possible graduate per unit of resources expended?

This expresses the value that Cal Poly has always provided. We know our graduates are among the best – we must maintain and continue to improve their quality. We must look toward ensuring more of our students reach graduation, by facilitating progress to degree, improving year-by-year retention, as always without compromising our standards. This provides value to each individual and all students while also improving our performance and efficiency.

Cal Poly has a long history of being the best; we must never take that position for granted, we must earn it every year, and every year we must do better, even in these the most difficult economic times.

TRACKING PROGRESS
Key performance indicators, stakeholder perspectives, and comparison institutions

We will track progress toward achieving the vision using key performance indicators. The key performance indicators will be directly linked to the Vision and connected to the different perspectives of the primary stakeholder groups. We will measure ourselves against comparison institutions groups using target benchmark levels for the key performance indicators. Each year, we will review our status, looking for opportunities for improvement and realignment throughout the institution. Each year, proposals for action, realigning, opportunities, initiatives and investments will be reviewed. As needed, colleges, departments and administrative units will develop action plans and pursue strategic initiatives.

Use Key Performance Indicators

We will track progress toward achieving the vision using key performance indicators, measures of progress (quantitative outcomes), quality (level of service), and resources (financial, personnel and facilities.) Note that every year we will review each key performance indicators and assess continued relevancy and value. Sample key performance indicators are listed below:

PROGRESS indicators include: student success measures: graduation rates e.g. 6-year, 5-year, and 4-year, year-by-year retention rates, progress-to-degree rates, disaggregated; institutional and program rankings; demographic heterogeneity: proportion of students and employees by ethnic, gender, socio-economic, international categories; numbers of graduates, graduates in the Professions and STEM fields, and advanced degree graduates; student learning: attainment of University Learning Objectives and program and course objectives; faculty excellence: annual institutional total scholarly contributions, teacher-scholar indicator (to be developed), research grants, patents, etc.; staff excellence: % in-range progressions and awards; revenue: value and basis of endowment, annual operating revenue from all sources; and sustainability of operations: BTU/sq.ft.

QUALITY indicators include: surveys, annually of students and employees, multi-year of alumni and employers, quarterly of departing students and employees; retention rates of continuing and non-continuing students and employees; satisfaction surveys of employers with graduates' depth of knowledge and breadth of skills; and student-to-faculty ratio.

RESOURCES indicators include: expenditures per student: faculty-to-student ratio, student support staff to student ratio, enrollment capacity to student ratio, cost of instruction per graduate, expenditures per faculty: faculty support staff to faculty ratio, and development expenditures per annual gift income.

KPIs Aligned to Vision
- Premier comprehensive polytechnic university
  - *Ranking and Program recognition*
  - *Comprehensive range of programs*
  - *Quality of graduate – depth of knowledge and breadth of skills*
  - *Quality of faculty and facilities*
  - *Student-to-faculty ratio*
  - *Retention, progress-to-degree, and graduation rates*
  - *Diversity and heterogeneity*
  - *Cost-of-attendance*
  - *Strategic allocation of resources*
  - *Annual gift and endowment growth*
  - *Communication of successes, achievements, awards, and economic impact*

- Nationally recognized innovative institution
  - *Ranking and Program recognition*
  - *National awards*
  - *Innovative academic and co-curricular programs*
  - *Development of Comprehensive Polytechnic Graduate*
  - *Quality of graduate – depth of knowledge and breadth of skills*
  - *Faculty scholarly output*
  - *Continuous quality improvement*
  - *Use of appropriate technology*
  - *Sustainable practices*
  - *Communication of successes, achievements, awards, and economic impact*

- Helping California meet future challenges in a global context
  - *Number and quality of graduates in areas of CA human resources need*
  - *Quality of graduate – depth of knowledge and breadth of skills*
  - *Retention, progress-to-degree, and graduation rates*
  - *Number and availability of jobs and employment rate of graduates*
  - *Number of graduates going on to graduate school*
  - *Entering student quality*
  - *Diversity and heterogeneity*
  - *CA intellectual property and innovation*
  - *CA competitiveness and economic impact*
  - *Institutional financial needs*
  - *Communication of successes, achievements, awards, and economic impact*

Include stakeholder perspectives

The KPIs will be linked to the three aspects of the vision statement: "the nation's premier comprehensive polytechnic university," "a nationally recognized innovative institution," and "focused to help meet the challenges of California in the global context."

The four perspective groups include those of: external accountability groups such as governing bodies and accreditation agencies; our external beneficiaries such as potential, continuing and completing students, parents, employers of our graduates and research funding agencies; internal individuals such as employee professional growth and development to maintain the intellectual capital and intrinsic institutional value embodied in individual faculty, staff, management and executive personnel; and internal institutional perspectives such as those quality aspects in which we must excel namely our programs, support activities, operations, resources, and advancement.

Note that every year we will review the relevancy of each key performance indicators relative to the vision and the perspectives of stakeholder groups.

KPIs Aligned to Stakeholder Perspectives
- External accountability
  - *Governing Bodies*
    Ranking and program recognition
    Comprehensive range of programs
    Diversity and heterogeneity
    Retention and graduation rates
    Graduate attainment of learning objectives and outcomes
    National awards
    Continuous quality improvement
    Number and quality of graduates in areas of CA human resources need
    Diversity and heterogeneity
    CA intellectual property and innovation
    CA competitiveness and economic impact
  - *Accreditation Agencies*
    Skills and abilities of graduates
    Robust assessment of learning
    Programs
    Resources – faculty, facilities and finances
    Professional development and currency of faculty, staff, management and executive
    Continuous quality improvement
    Entering student quality
- External beneficiaries
  - *Students*
    Program choice, ease of migration
    Student life and satisfaction
    Access to faculty
    Rankings
    Innovative academic and co-curricular programs
    Number and availability of jobs and employment rate of graduates
    Number of graduates going on to graduate school
  - *Parents*
    Student-to-faculty ratio
    Graduation rate (4-yr)

Cost-of-attendance
Mentoring and support, safety
Ranking and Program recognition
National awards
Number and availability of jobs and employment rate of graduates
Number of graduates going on to graduate school

- *Alumni*
  Ranking and Program recognition
  National awards
  Economic impact Institutional financial needs

- *Employers*
  Quality of graduate – depth of knowledge and breadth of skills
  Quantity of graduates in area of need

- *Research Funding Agencies*
  Quality of faculty and facilities
  Faculty track record
  Institutional support infrastructure

- *San Luis Obispo*
  Economic impact
  Environmental impact
  Community impact

o Internal individual
- *Faculty*
  Support expenditures per faculty
  Satisfaction with instructional and scholarship support infrastructure
  Publication and other scholarly output
  Teacher-Scholar metric
  Student progress-to-degree
  Number of graduates going on to graduate school

- *Staff*
  In-rank progressions and professional development opportunities
  Opportunities for innovation
  Student progress-to-degree

- *Management*
  Resources
  Opportunities for innovation
  Student progress-to-degree

- *Executive*
  Ranking
  Faculty, student and program national awards
  Patents, licenses, and intellectual property
  Number and quality of graduates in areas of CA human resources need

o Internal institutional
- *Academic Affairs*

    Retention, progress-to-degree, and graduation rates
    Student-to-faculty ratio
    Strategic allocation of resources
    Faculty scholarly output
    Development of intellectual resources
    Use of appropriate technology
    Development of Comprehensive Polytechnic Graduate
    Quality of graduate – depth of knowledge and breadth of skills

- *Administration & Finance*
  - Expanded number and amount of revenue sources
  - Continuous quality improvement
  - Strategic allocation of resources
  - Use of technology as appropriate
  - Sustainable practices
- *Student Affairs*
  - Residential facilities and student life
  - Innovative co-curricular programs
  - Well-rounded, balanced graduates
- *University Advancement*
  - Annual gift and endowment growth
  - Communication of successes and achievements, awards, economic impact

Measure against comparison institutions

We will measure ourselves against a comparison institutions group of 4-year institutions. It should be emphasized that this group is not presented as a "peer" group or an "aspirant" group to which we aspire. While some institutions in the group may be considered peers and some may be those we aspire to emulate in some aspects, included are also institutions that could be classified as sub-peers in some or many categories and in that they may look to Cal Poly as a model to aspire to.

The comparison group was developed from three subgroups: National sample subgroup, Polytechnic and Institute of Technology subgroup, and Other Regional Competition subgroup. The National sample subgroup includes institutions from each of the six regional accreditation regions, California Postsecondary Education Commission four-region comparison institutions, and University of California and California State University systems. Criteria for inclusion in the National sample are: Carnegie categories, institutional mission and program mix, student quality and institutional selectivity, ranking, and financial aspects. Carnegie categories considered are Basic, Size and Setting, and Enrollment Profile. Institutional mission and program mix includes the proportion of the Professions to the Arts and Sciences, presence of programs in agriculture, architecture and engineering, polytechnic or institute of technology, comprehensive or STEM-focused graduate instructional program. Student quality and institutional selectivity includes mean SAT or ACT scores and acceptance rates. Ranking includes scores and percentile rank in US News and World Report category. Financial aspects include instruction budget per student and endowment yield per student.

The comparison group includes some polytechnics and institutes of technology, a coop-based university, and some regional competitors. It also includes a few institutions

recognized to be "on the move to the next level" with strategic plans successfully implemented and measured progress. Almost all institutions have graduate level programs, and most are public though some are private institutions. No single institution is like Cal Poly but the group taken as a composite contains important aspects of Cal Poly.

The preliminary 2009 comparison institutions group are shown in the table following. During fall 2009 quarter, the office of Institutional Planning and Analysis will conduct a detailed analysis of each of the candidate institutions with respect to the KPIs and stakeholder perspectives. IP&A will report on possible changes to the group that would include significantly reducing the number of institutions that we will track in future years. In addition, colleges and other units are encouraged to review the institutions from their perspective and relevancy. Similarly, note that during each and every year of the plan, and consistent with the principle of continuous improvement, we will critically review each of the institutions at a detailed level for their continued candidacy in the group.

Comparison Institutions 2009
[By Carnegie category, then by sample subgroup: national, polytechnics and institutes of technology, and other regional competition]

- o   Research University/Very High Activity
    - *Cornell University*
    - *University of California, Davis*
    - *University of California, San Diego*
    - *University of Colorado – Boulder*
    - *University of Connecticut*
    - *Georgia Institute of Technology*
    - *Rensselaer Polytechnic Institute*
    - *Virginia Polytechnic Institute and State University*
    - *University of California, Irvine*
    - *University of California, Santa Barbara*
    - *University of California, Santa Cruz*
    - *Washington State University*
- o   Research University/High Activity
    - *Clemson University*
    - *Drexel University*
    - *University of Maryland – Baltimore County*
    - *Missouri University of Science and Technology*
    - *Polytechnic Institute of New York University*
- o   Doctoral Research Universities
    - *Worcester Polytechnic Institute*
- o   Master's Level
    - *Boise State University*
    - *Northern Kentucky University*
    - *University of North Carolina, Wilmington*
    - *University of Northern Iowa*
    - *Arizona State University Polytechnic*

New Mexico Institute of Mining and Technology
Rochester Institute of Technology
Southern Polytechnic State University
University of South Florida Polytechnic Campus Lakeland
University of Wisconsin – Stout
California State Polytechnic University – Pomona
Santa Clara University
- Bachelor's Level
    Bucknell University
    Rose-Hulman Institute of Technology

Target benchmark levels for the key performance indicators will be developed for Cal Poly relative to the comparison institutions group. For key performance indicators where external data is available, the target levels for Cal Poly will be in the upper half of the comparison institution group for all, in the upper ranks for most, and leading in several key performance indicators. Note that each year we will review the benchmark levels for continuing currency and update as needed.

Review our Status

Each year, we will review our status, looking for opportunities for improvement and realignment throughout the institution. Key performance indicators will be continuously monitored and reported annually for Cal Poly as a whole institution, and by college and program, division or unit. Annual action plans will be reviewed and amended as needed. Each year, proposals for action, realigning, opportunities, initiatives and investments will be reviewed. As needed, colleges, departments and administrative units will develop action plans and pursue strategic initiatives. Strategic initiatives to take advantage of new opportunities or to improve progress will be reviewed. In addition, the key performance indicators themselves along with the comparison institutions groups will be reviewed for continued appropriateness and relevancy and updated as needed.

VALUES
Institutional, individual, and community

Cal Poly is committed to the learning, progress and success of our students

- Institutional
    - *excellence, continuous improvement and renewal*
    - *transparency, open communications and collaboration*
    - *accountability, fiscal and environmental responsibility*

- Individual
    - *professionalism, personal responsibility, and ethical*
    - *lifelong learner and seeking personal excellence*
    - *campus citizen and team member*

- Community

- *multicultural, intellectual diversity and free inquiry*
- *inclusivity and excellence, mutual respect and trust*
- *civic engagement, social and environmental responsibility*

STRATEGIC DECISIONS
Enhancing differentiation and restoring economic viability

The key strategies to achieving the vision are those that maintain Cal Poly differentiation, leverage core competencies, and sustain competitive advantages, together with those that restore financial viability by strategically managing revenues, costs and allocation of resources. Detailed institutional action plans for proceeding with the following strategic decisions are in development. However, part of this strategic plan is that every campus unit should examine their role and contribution with respect to these initiatives.

- o Cal Poly will continue to develop its unique comprehensive polytechnic university identity by emphasizing programs in the professions that are science-, technology- and mathematics-based, and academic and professional programs in the arts and sciences.
    - *Maintains our institutional differentiation*
    - *Leverages our existing core competencies*
    - *Sustains our competitive advantage*

- o Cal Poly will define all majors as "polytechnic" having depth of expertise in the professional or academic discipline, and breadth, balance and literacy in technology, the arts and sciences, integrated seamlessly to prepare whole-system-thinker graduates.
    - *Increases our institutional differentiation*
    - *Leverages our existing core competencies*
    - *Sustains our competitive advantage*
    - *Expands our inclusivity and strengthens sense of community and commonality*
    - *We will need curricula development activity*

- o Cal Poly programs will be more integrated to connect and interlink our disciplines, faculty, staff and students, all as partners in teaching, learning, scholarship and service, to provide a comprehensive polytechnic educational experience and common polytechnic identity.
    - *Increases our institutional differentiation*
    - *Leverages our existing core competencies*
    - *Sustains our competitive advantage*
    - *Expands our inclusivity and strengthens sense of community, partnership and commonality*
    - *We will need curricula development activity*

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- ○ Cal Poly will build on its core learn-by-doing pedagogy to ensure all students have a comprehensive polytechnic multi-mode education that could include project-based, cross-disciplinary, co-curricular, multi-mode, experiential and international opportunities.
    - Increases our institutional differentiation
    - Leverages our existing core competencies
    - Sustains our competitive advantage
    - We will need curricula development activity
    - We may need review of all programs and course offerings

- ○ Cal Poly will shift the mix of students to increase the proportion of graduate students and international students while maintaining the quality and polytechnic identity of our graduates.
    - *Increases our cultural diversity, increases heterogeneity*
    - *Elevates our academic scholarly climate*
    - *Improves our economic viability*
    - *We will need expansion of recruitment strategies and support services*
    - *We may need curricula development activity*
    - *We will need review of all programs and course offerings*
    - *Offsets anticipated declining in-state K12 pool that is STEM-ready*
    - *Enhances global perspectives*

- ○ Cal Poly will restore institutional economic viability by strategically managing revenue, costs and allocation of resources, improving effectiveness and efficiency, while maintaining quality.
    - *Improves our economic viability*
    - *Sustains our competitive advantage*
    - *We will need comprehensive management of enrollment, retention, progress and graduation, costs, and review of curricula to optimize course offerings*
    - *Expand the number and amount of revenue streams such as more effective use of summer quarter, on-line STEM curricula for P12 teachers, etc.*
    - *We will need strengthened relationships with our external partners and stakeholders*

- ○ Cal Poly will adopt and implement comprehensive enrollment management.
    - *Will improve alignment and match of student to appropriate program choices*
    - *Will remove all institutional barriers to timely graduation*
    - *Will improve retention, progress-to-degree, and graduation rates, and providing value to each student by reducing their total cost*
    - *Will improve ability to plan course offerings, optimize schedules, and use of faculty time*
    - *Will need comprehensive review of curricula*

- o Cal Poly will adopt and implement institution-wide vision-driven and evidence-based decision making and continuous improvement processes.
  - Improves our economic viability by identifying opportunities to reduce costs, improve effectiveness and efficiencies
  - Continually reallocate resources to the most effective methods of increasing enrollment, retention, progress and graduation
  - Can increase agility by decreasing elapsed time for decision-making and implementation
  - Align budgets and other resources to desired achievement of mission and vision

ACTION PLANS AND INITIATIVES

All divisions and colleges will develop plans linked to this institutional plan and its strategic decisions. Those plans will be tied to the institutional Mission and Vision statements identifying the contributions and roles, and highlight opportunities for collaboration and partnering. The plans will encompass the stakeholder perspectives, incorporate Cal Poly values and use the institutional key performance indicators along with other metrics that are specifically appropriate. Plans, progress, initiatives and opportunities would be reviewed annually. Note that all the plans combined together with this institutional plan will form the foundation for planning the next Cal Poly capital campaign.

Cal Poly is developing its second comprehensive campaign. Extensive planning for the campaign has positioned the university advancement team to begin fundraising for the campaign in July 2010. The priorities of the campaign are in alignment with the Cal Poly Strategic Plan and include:

- o Sustainable and Healthy Communities
- o Learn by Doing and the 21st Century Polytechnic Experience
- o Innovation/Leadership/Entrepreneurship

Core campus-wide fundraising priorities include:

Faculty Support: Endowed faculty positions and other faculty support mechanisms will allow Cal Poly to attract and retain the highest quality faculty in their fields and to grow existing and new centers of excellence on campus.

Academic Programmatic Support : Cal Poly's evolving curriculum demonstrates the university's emerging commitment to cross-disciplinary learning opportunities and newly emerging fields of study. Innovative curriculum and academic centers require investments in program development to maximize the intellectual capital generated throughout the academic community. Private support will augment state funding to develop leading-edge programming and ensure access to challenging learning opportunities.

Student Support: The ability to attract and retain quality students and to provide an enriched academic learning environment will help strengthen the student experience and enhance the prestige of a Cal Poly degree. This support takes the form of scholarships,

project-based learning support, student/faculty research projects, graduate fellowships, and service learning opportunities.

Facilities/Capital Investment/Technology Support: Private support, whether solely funded or augmented with state funds, will provide critical space for students and faculty to enjoy an innovative learning and teaching environment through new construction, renovation, laboratory modernization, and information infrastructure enhancements designed to enhance student life.

Common Goods: Some activities and facilities on campus are designed to serve the whole university – all colleges, students, faculty, and staff. Without acknowledgement, they tend to be "orphans" with no direct constituency. The campaign will specifically identify them and build a fund-raising strategy around them.

APPENDIX

Table 1: CARNEGIE CLASSIFICATIONS

CARNEGIE CLASSIFICATION TYPES	CLASSIFICATION CATEGORIES AND SUBCATEGORIES					
Shown for Four-year institutions only. Carnegie used 2003-2004 degree and enrollment data						
	Categories	Definitions	Subcategories	Definitions	Count	CP
BASIC [1713 institutions]	Doctoral [283 institutions]	Doctoral degrees >20/yr	Research University - Very High Research Activity		96	
			Research University - High Research Activity		103	
			Doctoral Research University		84	
	Master's [663 institutions]	Doctoral degrees <20/yr & Masters degrees >50/yr	Larger	Masters degrees >200/yr	345	CP
			Medium	Masters degrees 100-199/yr	190	
			Smaller	Masters degrees 50-99/yr	128	
	Bachelor's [767 institutions]	Doctoral degrees <20/yr & Masters degrees <50/yr			767	
SIZE & SETTING [1752 institutions]	Size	Enrollment	Large	10,0000+	246	CP
			Medium	3,000-9,999	434	
			Small	1,000-2,999	645	
			Very Small	0-999	427	
	Setting	% On-campus Residential (R) & % Part-time (PT)	Highly Residential	R>50% & FT>80%	609	
			Primarily Residential	R=25-49%	599	CP
			Primarily Non-Residential	R<25% or PT>50%	544	
ENROLLMENT PROFILE [1586 institutions]	% Graduate & Professional program students (G&P)	Shown for institutions with student body of baccalaureate and graduate students only.	Very High UG	G&P=0-9%	592	CP
			High UG	10-24%	526	
			Majority UG	25-49%	301	
			Majority G&P	50-100%	167	
UNDERGRADUATE PROFILE [1719 institutions]	% Part-time			PT>40%	176	
				20-39%	376	
				0-19%	1167	CP
	Selectivity	Freshmen scores. [Includes only 1543 institutions with PT<40%]	More Selective	Top fifth	360	CP
			Selective	Middle two-fifths	760	
			Inclusive	-	423	
	% Transfer in	[Includes only the 1116 Selective and	Low	0-20%	566	CP

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		More Selective institutions]	High	>20%	*550*	
UNDERGRADUATE INSTRUCTION PROGRAM *[1561 institutions. Excludes Associates-only and Associates-dominant institutions]*	Arts & Sciences (A&S), and Professions (P)	Relative proportion of A&S and P	A&S-Focus	P=0-19%	*160*	
			A&S+P	P=20-39%	*211*	
			Balanced	P=40-59%	*506*	
			P+A&S	P=60-79%	*501*	CP
			P-Focus	P=80-100%	*183*	
	Grad Program Coexistence	% graduate degrees awarded in fields corresponding to UG majors	None	0%	*489*	
			Some	0-49%	*823*	CP
			High	50%+	*249*	
GRADUATE INSTRUCTION PROGRAM *[1213 institutions]*	With Doctoral Program and degree awarded *[409 institutions]*	Single Program	Education	41	*96*	
			Other	55		
		Dominant - plurality in:	Hum & SS	13	*159*	
			STEM	45		
			All Other	101		
		Comprehensive - degrees in each of Hum, Soc Sci, STEM, & Professional fields	With Med/Vet	78	*154*	
			Without Med/Vet	76		
	Without Doctoral Program or degree awarded *[804 institutions]*	Single Program	Education	77	*158*	
			Business	43		
			Other	38		
		Dominant - plurality in:	A&S	21	*542*	
			Education	242		
			Business	158		
			All Other	121		
		Comprehensive - degrees in each of Hum, Soc Sci, STEM, & Professional fields			*104*	CP

Table 2: DEGREES, MAJORS, PROGRAMS & EFFORT by CARNEGIE CATEGORIES

ACADEMIC FIELD GROUPINGS									
Humanities & Social Sciences (incl Liberal Studies & Economics)	Sciences & Mathematics (incl Earth Sciences)	Computer Sciences	Engineering, Technology	Architecture	Agriculture	Accounting, Business Admin	Education	Child Development, Graphic Comms, Graphic Des, Journalism, Public Policy	Kinesiology

ARTS & SCIENCES		PROFESSIONS							
26% Degrees		74% Degrees							
25% Majors		75% Majors							
35% Programs		65% Programs							
53% Effort		47% Effort							

H+SS	STEM		OTHER PROFESSIONS						
16% Degrees	35% Degrees		49% Degrees						
14% Majors	42% Majors		44% Majors						
19% Programs	43% Programs		38% Programs						
31% Effort	40% Effort		29% Effort						

H+SS	PROFESSIONS + STEM								
16% Degrees	84% Degrees								
14% Majors	86% Majors								
19% Programs	81% Programs								
31% Effort	69% Effort								
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Table 3: COLLEGES by CARNEGIE CATEGORIES

Humanities & Social Sciences (incl Liberal Studies & Economics)	Sciences & Mathematics (incl Earth Sciences)	Computer Sciences	Engineering Technology	Architecture	Agriculture	Accounting, Business Admin	Education	Child Dev, Graphic Com, Graphic Des, Journalism, Public Policy	Kinesiology
								ACADEMIC FIELDS	
	CAFES				CAFES				
			CAED	CAED					
OCOB			OCOB			OCOB			
		CENG	CENG						
CLA								CLA	
CSM	CSM						CSM		CSM
ARTS & SCIENCES			PROFESSIONS						
	CAFES				CAFES				
			CAED	CAED					
OCOB			OCOB			OCOB			
		CENG	CENG						
CLA								CLA	
CSM	CSM						CSM		CSM
H+SS	STEM			OTHER PROFESSIONS					
	CAFES				CAFES				
			CAED	CAED					
OCOB			OCOB			OCOB			
		CENG	CENG						
CLA								CLA	
CSM	CSM						CSM		CSM
H+SS	PROFESSIONS + STEM								
	CAFES				CAFES				
			CAED	CAED					
OCOB			OCOB			OCOB			
		CENG	CENG						
CLA								CLA	
CSM	CSM						CSM		CSM

Key	
Acronym	**COLLEGE**
CAFES	College of Agriculture, Food and Environmental Sciences
CAED	College of Architecture and Environmental Design

CENG	College of Engineering
CLA	College of Liberal Arts
CSM	College of Science and Mathematics
OCOB	Orfalea College of Business

State of California

Memorandum

CAL POLY

SAN LUIS OBISPO
CA 93407

To: Rachel Fernflores
        Chair, Academic Senate

Date: June 28, 2011

From: Jeffrey D. Armstrong
        President

Copies R. Koob, P. Bailey,
        D. Christy, L. Halisky,
        T. Jones, E. Smith,
        D. Wehner

Subject   Response to Academic Senate Resolution AS-728-11
          Resolution on The Strategic Plan

This memo formally acknowledges receipt of the above-entitled Academic Senate resolution.

Please convey my appreciation to the committee members for their attention to this important matter.

BYLAWS OF THE ACADEMIC SENATE
SPRING 2015

II. MEMBERSHIP OF THE ACADEMIC SENATE

B. TERMS OF OFFICE

1. Terms of office for senators: the elected term of office for senators shall be a two-year term or one-year term when the caucus membership changes by more than two representatives. ~~A senator can serve a maximum of two consecutive, elected terms~~ A senator can serve a maximum of four consecutive years and shall not again be eligible for election until one year has elapsed. A senator appointed to fill a temporary vacancy for an elected position shall serve until the completion of that term or until the senator being temporarily replaced returns, whichever occurs first. If this temporary appointment is for one year or less or if the senator is serving a one-year elected term, it shall not be counted as part of the ~~two-term~~ four years maximum for elected senators. The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.

2. Terms of office for Academic Senate Chair: once a senator is elected to serve as Academic Senate chair, that senator becomes an at-large member of the Academic Senate and the position vacated becomes a college vacancy to be filled by the college caucus. The elected term of office for Academic Senate Chair shall be a maximum of three one-year consecutive terms.

C. REPRESENTATION

1. Colleges and Professional Consultative Services with an even number of senators shall elect one-half of their senators each year. Those with an odd number of senators shall not deviate from electing one-half of their senators each year by more than one senator. All of the senators from each college and Professional Consultative Services shall constitute the appropriate caucus.

2. When a college or Professional Consultative Services with an uneven number of senators gains a new senator due to an increase in faculty in a year when more than one-half of their senators are to be elected, the new Senate position shall be for one year for the first year, then two years thereafter.

3. There shall be no more than one senator per department/teaching area elected by any college where applicable until all departments/teaching areas within that college are represented. A department/teaching area shall waive its right to representation by failure to nominate. This bylaw shall have precedence over Article III.B of the *Bylaws of the Academic Senate*.