



CAL POLY

Academic Senate

Meeting of the Academic Senate

Tuesday, April 12, 2016

UU 220, 3:10 to 5:00 pm

I. **Minutes:** Approval of March 1, 2016 and March 8, 2016 minutes. (pp. 2-3).

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

III. **Reports:**

- A. Academic Senate Chair:
- B. President's Office:
- C. Provost:
- D. Vice President for Student Affairs:
- E. Statewide Senate:
- F. CFA:
- G. ASI:

IV. **Consent Agenda:**

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
CE 425 Introduction to Railway Engineering (4), 4 lectures	Reviewed 2/26/16; additional information requested from department. Recommended for approval 3/10/16.	On consent agenda for 4/12/16 meeting.		
ENGR 301 Engineering Professional Success (1), 1 activity	Reviewed 2/26/16; additional information requested from department. Recommended for approval 3/10/16.	On consent agenda for 4/12/16 meeting.		
JOUR 320 Cal Poly Radio Laboratory (1), 1 laboratory	Reviewed 1/21/16; additional information requested from the department. Recommended for approval 2/18/16.	On consent agenda for 4/12/16 meeting.		

V. **Special Reports:**

- A. **Campus Parking Operational Consulting Project:** Vanessa Solesbee, Kimley-Horn and Marlene Cramer, Assistant Director, University Police Department. (p. 4)
- B. **Office of the Registrar Update:** Cem Sunata, Registrar.

VI. **Business Item(s):**

- A. **Resolution Requesting that Cal Poly Administration Develop an Integrated Strategic Plan:** Sean Hurley, Budget and Long-Range Planning Committee Chair, second reading (pp. 5-33).
- B. **Resolution on Settling the Contract Between the CSU and CFA:** Glen Thorncroft, Senator, first reading (pp. 34-53).
- C. **Resolution in Support of Cal Poly Participation in the Open Educational Resources Adoption Incentive Program of the College Textbook Affordability Act of 2015:** Dana Ospina, OER Task Force Chair, first reading (pp. 54-58).
- D. **Resolution on Credit/No Credit Grading (CR/NC):** Gary Laver, Academic Senate Chair, first reading (p. 59).
- E. **Resolution on Department Name Change for the Recreation, Parks, & Tourism Administration Department:** Bill Hendricks, Recreation, Parks, & Tourism Administration Department Head, first reading (pp. 60-67).

VII. **Discussion Item(s):**

[TIME CERTAIN 4:30] UNIV 100 First Year Seminar (pp. 68-73)

VIII. **Adjournment:**

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

MINUTES OF THE
ACADEMIC SENATE MEETING
Tuesday, March 1, 2016
UU220, 3:10 to 5:00pm

- I. Minutes: M/S/P to approve the Academic Senate minutes from February 9, 2016.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
- A. **Academic Senate Chair (Laver):** The Campus Advisory Council for Planning, Process, and Budget recently met and discussed the MPP report and general development. There is going to be another white tablecloth venue for when Sage and Vista Grande close this coming June. Dr. Kathleen McMahon is Cal Poly's new Assistant Vice President of Student Affairs and Dean of Students.
 - B. **President's Office:** none.
 - C. **Provost (Enz Finken):** The Baker and Koob endowments that support learn by doing has completed funding for this year. The first round of funding occurred last year.
 - D. **Vice President Student Affairs (Humphrey):** Interviews are currently taking place for the Assistant Vice President for Student Affairs & Executive Director of University Housing. There has been a lot of interest in the downtown lofts. Discussions regarding train track crossing safety is continuing and has already been implemented into Week of Welcome.
 - E. **Statewide Senate:** none.
 - F. **CFA (Archer):** The strike is coming up on April 13th to the following Tuesday. There will be workshops held for professors on how they might deal with classes before and after the strike.
 - G. **ASI (Schwaegerle):** ASI helped sponsor a Palestine culture day to raise awareness of other cultures on campus. ASI is holding a mixer with Residents for Quality Neighborhoods to build relationships with the community. ASI is also working on the Be Present Challenge 2.0, to make students be present anywhere on campus.
- IV. Consent Agenda:
The following items were approved by consent: GRC 453 Design Reproduction Topics in Graphic Communication (3), M.S. Architectural Engineering, and M.S. Taxation.
- V. Special Reports:
MPP and Advancement Report: President Armstrong spoke on the MPP report that was compiled by Administration and Finance. The report gave detailed information on the current MPPs positions and salaries. President Armstrong explained that many of the MPP positions were expansions of already existing positions into an MPP position. Adam Jarman, Associate Vice President & Senior Director of Development, gave a report on the growth of campus advancement and the current state of advancement. Link to presentation: http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/presentations/advancement_report.pdf
- VI. Adjournment: 5:00pm

Submitted by,



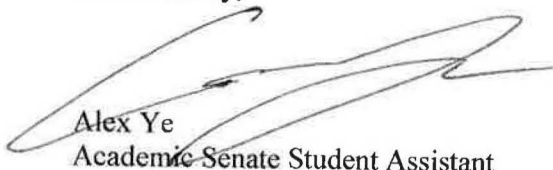
Alex Ye
Academic Senate Student Assistant

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

MINUTES OF THE
ACADEMIC SENATE MEETING
Tuesday, March 8, 2016
UU220, 3:10 to 5:00pm

- I. Minutes: none.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. **Academic Senate Chair (Laver):** There are still vacancies in the University Committees, Senate Committees, and caucus seats.
 - B. **President's Office:** none.
 - C. **Provost:** none.
 - D. **Vice President for Student Affairs:** none.
 - E. **Statewide Senate (Foroohar/LoCascio):** Foroohar reported that there were several resolutions discussed at the last Statewide Senate meeting. A resolution was passed that reaffirms the principle of shared governance to Chancellor Tim White. Another resolution that passed was introduced by the Statewide Faculty Affairs Committee due to concerns of administrative communication regarding classroom discussion of possible strike action. A resolution to enhance the Research, Scholarship, and Creative Activities fund was also discussed and will return as a second reading. LoCascio reported on a Statewide Academic Affairs Committee's resolution to make 4 years of math a requirement for admission to the CSU, but the resolution failed.
 - F. **CFA:** none.
 - G. **ASI Representative (Schwaegerle):** ASI held a mixer with Residents for Quality Neighborhoods and held the Be Present Challenge 2.0. At their final meeting of the quarter, the Board of Directors endorsed the Post Grad Act and an extension of the Cal Grant program. They also passed a resolution against 7-day-a-week parking enforcement. Lastly, ASI sent students to Sacramento to meet with legislators and alumni to ask for more state funding.
- IV. Business Item(s):
 - A. **Election of Officers for 2016-2017:** Gary Laver, Psychology & Child Development, was voted to be Chair of the Academic Senate for 2016-2017. Kris Jankovitz, Kinesiology, was elected by acclamation to be Vice Chair of the Academic Senate for 2016-2017.
 - B. **Resolution to Add the Function of Task Forces:** Gary Laver, Academic Senate Chair, presented a resolution that adds the function of a task force to *the Bylaws of the Academic Senate*. M/S/P to move this resolution to a second reading. M/S/P to approve the Resolution to Add the Function of Task Forces.
 - C. **Resolution Requesting that Cal Poly Administration Develop an Integrated Strategic Plan:** Sean Hurley, Budget and Long-Range Planning Committee chair, presented a resolution that charges the Budget and Long-Range Planning Committee to work with administration to implement and provide oversight for the a newly developed strategic plan. This resolution was discussed and will return as a second reading.
- V. Adjournment: 5:00pm

Submitted by,


Alex Ye
Academic Senate Student Assistant

California Polytechnic State University
Parking Operational Consulting Project
University Parking Operational Consulting
April 2016

Dear Members of the Academic Senate-

In the Spring of 2016, Cal Poly contracted with SP+ University Services to do an operational assessment of the campus parking and transportation system.

On April 11-13, 2016, representatives from consulting group SP+ University Services and their partner Kimley-Horn and Associates will be on campus to hold group meetings with key campus stakeholders.

The purpose of this short presentation on Tuesday, April 12th at the Academic Senate Meeting will be to provide you with a background and focus of the study. There will also be an opportunity to share your experiences, perceptions, ideas and concerns related to accessing the Cal Poly campus by car, bicycle, bus or as a pedestrian via an online survey located at parking.calpoly.edu or directly at <http://www.surveygizmo.com/s3/2679532/Campus-Parking-Survey-2016>.

Feedback from the campus community is an integral part of the operational assessment and will help the consultant team develop recommendations that are customer-focused and that meet the daily commuting needs of Cal Poly students, faculty, staff and visitors.

Thank you in advance for sharing your time with us!

Warm Regards,

Vanessa Solesbee, Kimley-Horn/
Marlene Cramer, University Police

Adopted:

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

AS-__-16

**RESOLUTION REQUESTING THAT CAL POLY ADMINISTRATION DEVELOP AN
INTEGRATED STRATEGIC PLAN**

- 1 WHEREAS, It is important to have a tool that communicates and facilitates where the
2 University is headed and how it will get there; and
3
- 4 WHEREAS, A strategic plan is one tool that can assist in communicating and facilitating the
5 University's vision and mission; and
6
- 7 WHEREAS, A strategic plan is a valuable tool that can guide resource decisions to efficiently
8 achieve the University's vision and mission; and
9
- 10 WHEREAS, A strategic plan for a university does not need to be considered a static
11 document; and
12
- 13 WHEREAS, An important component to all strategic plans are the goals and actions that will
14 assist the organization to meet its mission and vision; and
15
- 16 WHEREAS, In May 2011, the Academic Senate at Cal Poly adopted resolution AS-728-11
17 Resolution on the Strategic Plan, that called upon the Academic Senate to "create
18 or instruct a committee to work collaboratively with the administration on further
19 developing and implementing the Cal Poly strategic plan"; and
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- 21 WHEREAS, On June 28, 2011, President Armstrong acknowledged receipt of Senate
22 resolution AS-728-11; and
23
- 24 WHEREAS, In May 2014, Cal Poly President Jeffrey Armstrong provided the campus with a
25 new vision statement, Vision 2022, which he developed from various campus
26 conversations with faculty and staff; and
27
- 28 WHEREAS, The last formally written strategic plan for Cal Poly was developed in 2009 for
29 the WASC accreditation before President Armstrong developed his Vision 2022
30 statement; and
31
- 32 WHEREAS, The University is currently updating its master plan and its academic plan which
33 makes it an opportune time to update its strategic plan; and
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- 35 WHEREAS, The University in its Program Review process has acknowledged the importance
36 of goals and actions with corresponding information regarding who is the
37 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
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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
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54 RESOLVED: That Cal Poly has an updated and completed strategic plan by May 2017; and be
55 it further
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57 RESOLVED: That the Budget and Long Range Committee is charged to ~~work with~~ support 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
Revised: March 23, 2016

Adopted: May 3 2011

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

AS-728-11

RESOLUTION ON THE STRATEGIC PLAN

- 1 WHEREAS, A strategic plan can be summarized as a framework to achieving the institution's
2 long-term goals and objectives; and
3
- 4 WHEREAS, The key components of a strategic plan should be composed of a vision statement,
5 a mission statement, a set of goals to achieve the mission and vision, and a set of
6 key performance indicators; and
7
- 8 WHEREAS, The vision of the institution describes the overarching long-term goals of the
9 institution; and
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- 11 WHEREAS, The mission of the institution describes why it exists; and
12
- 13 WHEREAS, The goals in the strategic plan should be specific, measurable, and should lead to
14 the achievement of the institution's vision and support its mission; and
15
- 16 WHEREAS, The Academic Senate believes that a strategic plan is a necessary component to
17 moving the University towards its long-term goals, and a strategic plan acquires
18 operational utility when it provides a framework for collaborative decision making
19 and institutional alignment; and
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- 21 WHEREAS, The Academic Senate strongly supports strategic planning as an essential
22 component of institutional success and recognizes a necessary condition for a
23 successful strategic plan is collaboration and acceptance among a broad assortment
24 of the Cal Poly community, including the General Faculty, administration, staff and
25 students; and
26
- 27 WHEREAS, The vision in The Cal Poly Strategic Plan – V7 moves Cal Poly toward becoming
28 the premier *comprehensive polytechnic university*; and
29
- 30 WHEREAS, The Report of the WASC Visiting Team Capacity and Preparatory Review states
31 that there is a need to "...continue to refine their [Cal Poly's] definition of a
32 comprehensive polytechnic university in ways that can be embraced by all members
33 of the University," and
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- 35 WHEREAS, The Cal Poly Strategic Plan – V7 provides a framework for continuing discussion
36 and a summary of where Cal Poly stands as an institution; and

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WHEREAS, Identifying peer and aspirational institutions and key performance indicators are activities central to measuring Cal Poly's progress toward achieving our strategic goals; and

WHEREAS, The Cal Poly Strategic Plan – V7 proposes several decisions which are consistent with maintaining and enhancing the core competencies of Cal Poly including preparing whole system thinkers, increasing integration of faculty, staff and students, Learn-By-Doing as a core pedagogy, and restoring economic vitality; therefore be it

RESOLVED: The Academic Senate endorse The Cal Poly Strategic Plan – V7 as an emerging framework to provide guidance on academic operational decisions and planning across Cal Poly; and be it further

RESOLVED: That the Academic Senate create or instruct a committee to work collaboratively with the administration on further developing and implementing the Cal Poly strategic plan; and be it further

RESOLVED: That the Academic Senate continue to work collaboratively with the Cal Poly community to further develop and enhance Cal Poly's identity as a *comprehensive polytechnic university*; and be it further

RESOLVED: Any key performance indicators used to measure Cal Poly's progress toward goals elucidated in the strategic planning process should be specific, measurable, and should be informative as to whether the institution is making progress towards its 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

11/10/09

Cal Poly Strategic Plan – v7

<http://www.academicaffairs.calpoly.edu/StrategicPlan/index.html>

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 of 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

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Cal Poly Strategic Plan – v7

<http://www.academicaffairs.calpoly.edu/StrategicPlan/index.html>

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

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Cal Poly Strategic Plan – v7

<http://www.academicaffairs.calpoly.edu/StrategicPlan/index.html>

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.

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Cal Poly Strategic Plan – v7

<http://www.academicaaffairs.calpoly.edu/StrategicPlan/index.html>

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 comprehensive polytechnic university 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

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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 whole-system thinkers – 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.

11/10/09

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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 multidisciplinary 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.

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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.

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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.

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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.”

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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)

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- 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
- 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
- Internal institutional
 - *Academic Affairs*

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- 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

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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]

- 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*
- 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*
- Doctoral Research Universities
 - Worcester Polytechnic Institute*
- Master’s Level
 - Boise State University*
 - Northern Kentucky University*
 - University of North Carolina, Wilmington*
 - University of Northern Iowa*
 - Arizona State University Polytechnic*

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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

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- *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.

- 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*
- 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*
- 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*

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- 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:

- Sustainable and Healthy Communities
- Learn by Doing and the 21st Century Polytechnic Experience
- 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,

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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.

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APPENDIX

Table 1: CARNEGIE CLASSIFICATIONS

Shown for Four-year institutions only. Carnegie used 2003-2004 degree and enrollment data						
CARNEGIE CLASSIFICATION TYPES	CLASSIFICATION CATEGORIES AND SUBCATEGORIES					
	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	10,000+	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
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

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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 Comm, 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%		

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Table 3: COLLEGES by CARNEGIE CATEGORIES

ACADEMIC FIELDS									
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
	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

11/10/09

Cal Poly Strategic Plan – v7

<http://www.academicaaffairs.calpoly.edu/StrategicPlan/index.html>

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.

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-___-16

RESOLUTION ON SETTLING THE CONTRACT BETWEEN THE CSU AND CFA

- 1 WHEREAS, Faculty are essential for carrying out the core mission of the CSU, which is to provide
2 quality education for our students; and
3
- 4 WHEREAS, The AAUP *Principles on Academic Freedom and Tenure*¹ state that the academy should
5 offer Faculty “a sufficient degree of economic security to make the profession attractive
6 to men and women of ability;”¹ and
7
- 8 WHEREAS, Our responsibility as Faculty is not just to our students, but also to our profession, to
9 “achieve conditions that attract persons worthy of the trust to careers in education;”² and
10
- 11 WHEREAS, There has not been a significant general salary increase for CSU Faculty since 2007,
12 when most of a promised 11% salary increase for CSU Faculty was canceled, and a 9.3%
13 furlough pay cut was instituted in 2009; and
14
- 15 WHEREAS, On March 28, 2016, the neutral Factfinder’s report was released, which found in favor of
16 CFA’s bargaining proposal of a 5% General Salary Increase (GSI) as well as funding
17 Service Step Increases (SSIs), stating “a substantial GSI as well as SSIs [for the faculty]
18 ... is in the interest of students, who need caring faculty and certainly in the public
19 interest as our country needs a well-educated population;” and
20
- 21 WHEREAS, More than 30 state legislators have sent letters to CSU Chancellor White calling on him
22 to come to a timely agreement that fairly compensates the Faculty; therefore, be it
23
- 24 RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis Obispo
25 calls on the Chancellor to return to the bargaining table immediately and seek a contract
26 settlement with the California Faculty Association to avoid the strike planned to begin
27 April 13, 2016—as well as any subsequent action should negotiations continue to fail—
28 that would disrupt every CSU campus and the academic progress of our student

Proposed by: Glen Thorncroft, Senator
Date: March 22, 2016
Revised: March 29, 2016

¹ <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

² <http://www.cta.org/About-CTA/Who-We-Are/Code-of-Ethics.aspx>

Other Sources:

http://www.calfac.org/sites/main/files/file-attachments/on_csu_exec_pay_july_2015.pdf
<https://academeblog.org/2016/02/18/support-growing-for-potential-cfa-strike/>

6
7
8 **Sense of the Senate Resolution**
9 **Calling for the California State University**
10 **And the California Faculty Association**
11 **To Implement the Neutral Fact-Finder's Report**
12 **And Avert a Strike**
13

14 **Resolved:** That it would be in the best interests of all the citizens of the California State
15 University Community—and especially our students—if the impending
16 faculty strike was averted by the immediate implementation of the neutral
17 fact-finder's report, which recommends a 5% general salary increase and a
18 2.65% service salary increase; be it further
19

20 **Resolved:** That the Governor and Legislature of the State of California should enhance
21 the funding of the CSU so as to provide for adequate compensation for its
22 employees as well as for expanded educational opportunities for our
23 students, and should require that the CSU use those funds to close the
24 "salary gap" between our faculty and the faculty of comparable institutions;
25 be it further
26

27 **Resolved:** That copies of this resolution be distributed to the CSU, the CFA, the
28 ASCSU, Governor Brown, and our representatives in the state legislature.
29

30 ***Rationale:***
31

32 *Academic Senates and Collective Bargaining operate in different spheres assigned to*
33 *them by the Higher Education Employer-Employee Relations Act (HEERA.) HEERA is*
34 *clear that Senates do not engage in collective bargaining, but it is equally clear that*
35 *Senates are the consultative bodies "on the academic implications of system wide fiscal*
36 *decisions." Given that both a strike and continued inadequate compensation would have*
37 *massive academic implications, we feel it incumbent as a consultative body to urge that a*
38 *strike be avoided.*
39

40 *While many members of our Senate have taken individual positions regarding the details*
41 *of the collective bargaining dispute, as a Senate we have refrained from doing so.*
42 *However, California state law has crafted an elaborate system of fact finding and non-*
43 *binding arbitration designed to allow reasonable people to settle differences prior to a*
44 *harmful work-stoppage. We endorse this process and believe that it has worked. A*
45 *neutral arbitrator, appointed with the consent of both parties, has reviewed the facts and*
46 *issued a reasonable settlement. While the CFA has accepted the recommendations, the*
47 *CSU has not. We believe it is unconscionable for either party to reject the outcome of a*
48 *fair process that could avoid the harm of a work stoppage.*
49

50 *We also note that public reports indicate that all parties are in agreement that faculty in*
51 *the CSU deserve the modest raise that is being requested. The dispute seems to center*

on whether the CSU has the resources to pay what everyone agrees it ought to pay. We emphatically believe that the CSU has been systematically underfunded to accomplish its important mission for the people and State of California. The Governor and Legislature should augment the budget of the CSU so that employee compensation as well as access and quality of education can be fully restored to prior levels.

The AAUP Principles on Academic Freedom and Tenure support that the academy offer Faculty a sufficient degree of economic security to make the profession attractive to talented individuals. Unfortunately, the problem of deficient wages falls particularly hard on San Jose State University, where the high cost of living of the area makes it even more difficult to hire and retain top faculty from other parts of the nation. Poor compensation harms the academic mission of our university in many ways: making it increasingly difficult to attract, retain, and develop excellent faculty, and driving many faculty to longer and longer commutes. This erodes the university's ability to provide excellent teachers and advisors who are available to contribute to student learning.

Nor is this current dispute an isolated or temporary problem. A pattern of miserly salary actions over the last decade convinces us that the CSU has not placed solving the faculty compensation issue as a sufficiently high priority. There has not been a significant proposed general salary increase for CSU Faculty since 2007, most of a promised 11% salary increase for CSU Faculty was canceled, and a 9.3% furlough pay cut was instituted in 2009. An increasing reliance on temporary part time faculty has depressed the average CSU faculty salary to \$45,000 for an academic year and \$63,000 for a 12 month year when adjusted for full-time equivalence. In 2015 the CSU received an increase of \$216 million from the state in addition to its regular \$5 billion operating budget—an augmentation that faculty publically supported. This augmentation would have been more than enough to fund CFA's bargaining proposal of a 5% raise, had faculty salaries been a priority.

We are encouraged that 30 members of the state legislature also agree with the position of the SJSU Academic Senate, and have sent letters to CSU Chancellor White calling on him to come to a timely agreement that adequately compensates the CSU Faculty.

Financial Impact: Expression of opinion is not costly. Resolution of a contract dispute would be. The amount would depend upon the resolution.

Workload Impact: Resolution will need to be distributed by staff.

FACT FINDING DISCUSSION AND RECOMMENDATIONS

Between)
The Board of Trustees of)
the California State)
University System)
and)
California Faculty)
Association,)
AAUP-CTA/NEA-SEIU)

Re: Case No. LA-IM-3856-H
Salary and SSI Re-opener

Impartial Chair

Bonnie Prouty Castrey
Post Office Box 5007
Huntington Beach, California 92615

University Panel Member

Brad Wells
Associate Vice Chancellor
Business and Finance
401 Golden Shore, 5th Floor
Long Beach, CA 90802-4210

Association Panel Member

Kevin Wehr, Ph.D.
Chair, CFA Bargaining Committee
CFA Capitol Chapter President
6000 J Street, Brighton Hall, 106
Sacramento, CA 95819

Hearings Held

November 23, 2015

December 7, 2015

CFA Offices
1110 K Street
Sacramento, CA 95814

January 13, 2016

CSU Offices
401 Golden Shore, 5th Floor
Long Beach, CA 90802-4210

Appearances for the Parties:

California Faculty Association
Kathy Sheffield
Director of Representation
1110 K Street
Sacramento, CA 95814

California State University
John Swarbrick
Chief Negotiator and Sr. Labor Relations Advisor
Office of the Chancellor, CSU
401 Golden Shore, 5th Floor
Long Beach, CA 90802-4210

BACKGROUND

The Board of Trustees of the California State University System (University or CSU) and the California Faculty Association, AAUP, CTA/NEA, SEIU (Union or CFA), are the parties in this fact finding matter. The members of this bargaining unit are members of CFA.

From the history provided to the Panel at the three days of Hearings and in the voluminous, well prepared binders from both parties, it is clear that these parties negotiations have been very challenging as the Great Recession is just now showing an upturn in the economy. During the Recession, the California State University system, sustained cuts in funding, which have caused employees to suffer cuts in staffing, furlough days and a significant loss of pay. As an agreement in their three year Collective Bargaining Agreement November 12, 2014-June 30, 2017, (CBA JX 1), these

parties are bargaining for a contract re-opener for 2015-2016 and they have another negotiated re-opener for year 2016-2017.

For this salary re-opener, they had two direct bargaining sessions and then declared impasse. A State Mediator was assigned to assist them, however, they did not reach an agreement in mediation. Therefore, the State Mediator certified them to Fact Finding on October 15, 2015. They proceeded to fact finding.

The issue before this Panel is Salary, including a Service Salary Increase (SSI) and Parking. The CSU proposal for parking was included in their proposal in Fact Finding for an increase of \$1.00 (CSU BK 2, Tab 19). Parking, however, was dropped by the University in their closing argument (CSU page 2 at footnote 6), which is helpful as there had not apparently been a proposal regarding this issue prior to the impasse proceedings.

The University selected Brad Wells, Associate Vice Chancellor Business and Finance as their Panel Member and the Association selected Dr. Kevin Wehr of CFA to be their Panel Member. The Panel Members then selected Bonnie Prouty Castrey as the Impartial Chair and so notified PERB.

The Principals and then the Panel met in conference to determine the process for the days of hearing. The Panel held the days of hearing with the parties on November 23, 2015, December 7, 2015 and January 13, 2016. Both parties presented their voluminous documentation and facts regarding the issues before the Panel. The three days of testimony were transcribed by certified court

reporters and witnesses were sworn in and testified under oath. Both parties were provided the full opportunity to present all their written evidence, which was accepted and testimony was provided, including rebuttal witnesses.

The third day of hearing, the Panel Members attempted to help the parties to reach a mediated settlement in Fact Finding. When that effort was not fruitful, the Members asked the parties to file final arguments in this matter by February 18, 2016. The Members then considered both parties' submissions thoroughly and the Chair drafted this Report and Recommendations.

In this matter, the Panel is guided by the California Government Code Section 3593 (a) of the HEERA which states in pertinent part:

If the dispute is not settled within 30 days after the appointment of the panel, or, upon agreement of both parties, within a longer period, the panel shall make findings of fact and recommend terms for settlement, which recommendations shall be advisory only. Any findings of fact and recommended terms of settlement shall be submitted in writing to the parties privately before they are made public. The panel, subject to the rules and regulations of the board, may make those findings and recommendations public 10 days thereafter. During this 10 day period, the parties are prohibited from making the panel's findings and recommendations public.

PERTINENT CONTRACT LANGUAGE

ARTICLE 31

SALARY

...

General Salary Increases

31.7 For fiscal year 2014/2015, all faculty unit employees shall receive General Salary Increases (GSI) of 1.6% effective July 1, 2014. At the same time that the GSI is applied, the minima, the Service Salary Increase (SSI) maxima, and the maxima on the salary schedules shall be adjusted upward by the amount of the GSI.

...

Salary Re-openers

31.9 Salary for Years 2015-2016 and 2016-2017 shall be subject to negotiation between the parties on thirty (30) days written notice by either party. Negotiations for these years shall commence no earlier than May 1, 2015 for Year 2015-2016 and May 1, 2016 for Year 2016-2017 and no later than June 30, 2015 for Year 2015-2016 and June 30, 2016 for Year 2016-2017.

...

Service Salary Increases

...

31.18 A service Salary Increase (SSI) refers to the upward movement on the salary schedules. Such adjustments shall be determined by the CFA and CSU during negotiations annually, and shall be limited following appointment or most recent promotion to no more than:

- a. four (4) steps on the salary schedule in effect prior to the 1995-98 Agreement, or
- b. eight (8) Service Salary Step increases under the salary schedule(s) in effect since that Agreement, or
- c. a combination of both (a) and (b) preceding that does not exceed a total of eight (8)

Service Salary Step Increases on the salary schedule.

- 31.19 No SSIs will be granted above, nor shall the granting of an SSI result in a salary rate above , the SSI maximum rates of pay for all bargaining unit ranks and classifications on the salary schedule in Appendix C except as provided for in Article 31.17. (CBA JX 1)

HISTORY AND FACTS REGARDING ISSUES

Service Salary Increases (SSIs)

Service Salary Increases represent movement of 2.65%, or less, up to the SSI maximum, within the salary range of the faculty member. When negotiated, they are paid on a faculty member's anniversary date, unless negotiated otherwise.

No SSI's have been paid to faculty members who are eligible and would have become eligible since the 2007-2008 fiscal year. They were also paid in the 2006-07 fiscal year, but only those two fiscal years in a decade, since the 2004-05 fiscal year. Hence, approximately 43% of members in the bargaining unit are eligible for an SSI of 2.65% or less (CFA X 20 pg 3). Testimony supporting CFA's exhibit was provided at page 62 on the first day of hearing:

Q ...What are SSI's? What's their purpose in this faculty salary structure?

A. Well, they are essentially step increases that occur up to a certain point in your rank, and they function to ameliorate the effects or prevent the effects of compression and inversion by moving people up through the ranks so that newer faculty coming in stay below those more seasoned and experienced faculty members. (TX 1 pg 62 L 3-11)

To calculate the cost of a SSI, the CFA presumed that, based on the November, 2015 PIMS data, temporary faculty were eligible if they met the years of service and for tenure track faculty they used the PIMS "SSI Counter" field. They also calculated the base salaries of eligible faculty members to the SSI maximum to determine if members were eligible for no SSI, a partial SSI or a full SSI. They calculated the total amount for SSI's to be \$16,344,366.00 for the eligible faculty on the 23 campuses (CFA EX 35).

The CSU costed the SSI at \$19,767,200 (CSU Book 2, Tab 17). To establish the difference in calculation of over three million dollars, on cross examination of rebuttal witness for CSU, Ms Canfield, who had prepared the CSU document, the CFA asked:

- Q. And you applied a 31.93 benefit factor according to the table you see at the top; is that correct?
- A. Yes
- Q. Did you apply it to all ranks?
- A. Yes
- Q. The retirement factor of 24 percent, did you apply that to all faculty at that rate?
- A. Yes
- Q. Are you aware that not all faculty, especially lecturers, for example with less than .5 time base are not eligible for retirement benefits?
- A. Well, this is .4 and up to be eligible...
- Q. Does your costing account for the fact that perhaps not all faculty are eligible for retirement benefits?
- A. No
- ...
- Q. Is it possible that with those (equity) increases a member of faculty are now closer to, at, or above the SSI max?
- A. Again, I'd have to see the data.
- Q. I am asking if it is possible. Are you able to answer that?
- A. Is it possible? Sure it is possible.
- Q. And that would impact the cost, do you agree with that?

- A. Yes
- Q. ... In your costing did you apply 2.65% to everyone eligible regardless-
- A. Yes
- Q. "Yes"?
- A. "Yes"
- Q. Is it true that if someone is close to the SSI max and 2.65% would take them above it, that they would only receive then a partial SSI salary increase?
- A. Yes
- Q. Is that accounted for in your costing?
- A. No (TX 3 pgs 31-34)

Considering the multiple calculations which were included in the CSU calculation, which added to the cost of SSI's, including all faculty who are eligible for an SSI and accounting for that eligibility at a full 2.65% as well as faculty who are eligible for a partial SSI being counted fully and counting pensions for people who are not eligible for pensions, as noted in this cross examination cited in detail above; the Chair finds that the CSU calculation is more likely than not inflated by three million or more dollars and credits the CFA calculation as it took those factors into account.

The Chair also notes that there would be some difference in the calculations as they were completed at two different times of the school year.

General Salary Increases

Historically, CSU faculty have received General Salary Increases (GSI) as follows:

2004-05 0%; 2005-06 3.5%; 2006-07 4.00%; 2007-08 5.7%; 2008-09 0%; 2009-10 0% and a 10% cut in pay for 18 furlough days (TX 1 pg 112 L 15-20); 2010-11 0%; 2011-12 0%; 2012-13 0%; 2013-14 negotiated at

1.34% but implemented as an increase in compensation at \$80.00 per month or \$960 per year, for a full time faculty member (TX 2, pg 238); 2014-15 3.00% negotiated as 1.6% GSI and targeted 3% increases for specific faculty... and 2 million dollars into the system wide equity pool.

While in 2008-09 and 2009-10 increases in both the GSI (5.00% and 6.00% respectively) and SSI (2.65% each year) were negotiated, when the Great Recession hit the economy and the CSU budget was decreased substantially, those negotiated raises were not provided. Further as noted above, the faculty endured a 10% cut in pay for a total of 18 furlough days (TX 1 pg 112 L 15-20).

Faculty members who were not "targeted" in the 2014-15 negotiation and therefore received a 1.6 % increase, have realized a 14.8 % increase over the last decade with an additional \$80.00 monthly/ \$960 per year, on schedule, prorata on the time base, per negotiations in 2013-14.

Had the recession not occurred, they would have an additional 11% minimum as a GSI, for a total of 25.8% and many would have received the 2.65% SSI's, up to 43% who have not had SSI's, in those two years.

The faculty members who were in the "targeted" population in 2014-15 negotiations, received the 1.6%, as noted above and received an additional 3% in that year (CSU BK 1, Tab 28, pg 4).

Further complicating the salary structure are systemwide equity increases which are negotiated to address specific

populations of faculty hired in specific year time frames, whose salary is below the SSI maximum (see the contract language JX 1 at pages 134-135). In 2007-08, 7 million dollars was allocated to fund systemwide equity increases, of which 6 million was paid in 2007-08. Then in 2008-09, the 7 million dollars that was negotiated, was not funded because of the recession and the cut to the CSU budget, however, the 1 million which was allocated and not distributed was rolled over from 2007-08 and distributed. In 2013-14, 4.5 million dollars was allocated to complete the 2008-09 payout. And, in 2014-15, 2 million dollars was allocated for the systemwide equity program, as a portion of the 3.00% negotiated settlement (see CFA final argument, pg 6).

The last comprehensive salary survey study done by Mercer for the CSU using the California Postsecondary Education Commission (CPEC) comparables, after the CPEC was defunded by the State, found that salaries for Assistant Faculty lagged by the market average by 7%; Associate Faculty lagged by 10%; Full Faculty lagged by 24% for a composite salary lag rate of 17% (CFA EX 19).

Since CPEC was defunded, the CSU completed an internal survey (CSU BK 2 tabs 1-5). In that survey analysis, with different criteria, including the establishment of three tiers of CSU schools low, medium and high enrollment as compared to similar sized schools who reported salaries to the American Association of University Professors (AAUP), the CSU chose comparison schools based on enrollment, total budget, the percent of Pell Grant

eligible students, the six year graduation rate and all research funding (see email at CSU BK 2 Tab 2). As the CFA points out, the cost of living in the comparator universities and colleges was not considered. Further, they argue that the states in the south and mid-west have lower costs than any portion of California (CFA EX 19).

Even the CSU data show that in the high enrollment tier, for CSU at Fullerton, Long Beach, Northridge, Sacramento, San Diego and San Jose; the Assistant Professors lag by 4.2%, Associates lag by 6.7% and Full Professors lag by 17.7%. These are all higher cost of living areas as well, so the lag may be even greater if the COLA is properly applied.

The mid-level enrollment tier is comprised of Chico, Dominguez Hills, East Bay, Fresno, Los Angeles, Pomona, San Bernardino, San Luis Obispo, the Assistant Professors lead by 4.1%, the Associate Professors lead by 0.5% and Professors lag by 6.3%. These areas may have lower enrollment, however, they are not housed in areas comparable to the southeast, Texas etcetera.

In the lower enrollment tier CSU Bakersfield, Channel Islands, Humboldt, Monterey Bay, San Marcos, Sonoma and Stanislaus, the Assistant Professors lead by 12.1%; the Associate Professors lead by 3.0% and the Full Professors lag by 2.6%. Again with no COLA applied, and compared to universities in Texas, Florida and Washington, one has to question the comparability results. The results still show significant lags in salary particularly at the

full professor level and a few leads at the Assistant and Associate level.

CFA shows that the cost of the median rent and median home value is highest in California which places a high of 48, with the next closest state, Oregon at 44, and the lowest states at 2 and 3 are Idaho and Indiana. The majority of comparison states have low to medium costs of living with 13 of the 20 states ranking at 37 or below (CFA EX 19 pg 3).

The disparity of a lag for the composite rate -17% done by Mercer for the CSU, following the State's defunding of CPEC and the finding in July 2015, at the Trustees meeting of a lag of 1.7% in base salary for faculty is troubling (CFA Tab 19). Some of the difference is likely accounted for from the 2014-15 salary application of GSI of 1.6% and the equity increases as well as the elimination of some lecturer level ranges, which provided some 2100 lecturer increases between 5% and 40.7%, with a median of 15.8% (CSU BK 2 EX 1). That large disparity is not accounted for though, as there were no GSI's during those intervening years from 2011, as listed above. The years 2008-2013 were all 0% with one year, 2013-14 at \$80.00 per month or \$960 per year, prorata for time base, applied onto the salary ranges.

It seems that a most helpful comparison would be to compare the same universities from states across the entire CSU System and including the cost of living comparisons.

CSU is funding enrollment growth at 3% in order to meet the demand for increased student access for higher education. To assure student success and their ability to complete their course work timely, the CSU is hiring more faculty and advisors, as well as increasing the use of technology to assist students and counselors in the scheduling of courses. Like many educational institutions, CSU is enhancing technology in order to make more informed data driven decisions regarding student progress to graduation and to assure potential timely interventions for students. The CSU also points out the cost of non-negotiable items, including health benefits, retirement benefits and space maintenance (CSU BK 1, Tab 7, the support budget). CSU also must maintain its facilities and infrastructure, including technology.

CSU has also made investments in faculty success, for example they have hired 849 new tenure track faculty throughout the 23 campuses of the university system and have provided support for the new faculty (CSU BK 1, tab 28). With 648 retirements and separations, there are a total of 201 new tenure line positions (CFA Tab 20, pg 3).

A one percent increase for faculty is equal to approximately 16.5 million dollars, however the CSU has negotiated "Me too" agreements and therefore is concerned that a 1% increase is the equivalent of 32.8 million (CFA EX 18). In that same document, the Chancellor and Vice chancellor of Human Resources acknowledge that:

Market competitiveness of employee groups varies depending on the unit and circumstances. Noteworthy trends include:

- 1) Longer-serving employees are often further behind the market than recently hired employees; and
- 2) Employees at the larger campuses are often further behind the market than those at smaller campuses.

CONCLUSIONS

The recession severely impacted the faculty at CSU and while some progress has been made to restore the loss of competitive salaries with negotiated targeted increases, the faculty are still suffering from structural salary issues as well as the lack of substantial general salary increases in percentages in order to address the lack of progress in salary adjustments for all faculty. During the most challenging economic times, the faculty agreed to forego negotiated increases and also endured a 10% cut in salary, due to furloughs. A substantial GSI as well as SSI's to the 43% of faculty who have not had them, along with the increases of the past year and targeted efforts is in the interest of students, who need caring faculty and certainly in the public interest as our country needs a well educated population. The percentage GSI and SSI would also help to increase the salary spread and address the needs of long term employees, who are experiencing the greatest salary lag.

To accomplish this monies should be reallocated from other projects and implementation delayed by a year or two and the parties could agree to go jointly to the legislature and governor

to address these serious needs, interests and concerns for the good of higher education access and the welfare of the public at large.

RECOMMENDATIONS OF THE CHAIR

1. Provide the SSI's to approximately 43% of the faculty.
2. Increase the faculty compensation with a GSI of 5%, spread over the year to minimize the impact in year two, which would obviously be the full 5% going forward. There are many options to explore for spreading the cost in year two of this CBA.
3. Develop a joint list of comparable universities that award bachelor and master's degrees and do a comparison using the available AAUP data and including a cost of living comparison.
4. Develop a joint strategy and documentation to go to the California Legislature and Governor in order to enhance the CSU budget.

The Panel met by conference call to discuss the Report and Recommendations, once on March 15, 2016, twice on March 16, 2016 and once on March 17, 2016.

For the University:

 Concur

 X Dissent

For the Union:

 X Concur

 Dissent

will be electronically mailed to the principals and PERB ASAP

Brad Wells

Brad Wells
University Panel Member

Kevin Wehr

Dr. Kevin Wehr
Union Panel Member

Issued on March 18, 2016 by

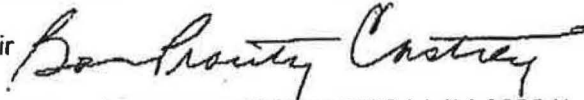
Bonnie Prouty Castrey

Bonnie Prouty Castrey,
Panel Chair

To: Bryan Justman, CFA staff for Kathy Sheffield, Director of Representation

John Swarbrick, Chief Negotiator CSU, Sr. Labor Relations Advisor

From: Bonnie Prouty Castrey, Panel Chair



RE: CONFIDENTIAL FAXED CSU/CFA Report and Recommendations PERB LA-IM-3856-H

The 16 page report follows this cover sheet. Please note that besides this faxed copy, I shall place a signed original in the mail to Panel Members, you and the PERB Office.

Best wishes for success in settling this matter during the 10 day window of opportunity.

Jax #'s CFA 916-441-3573
CSU 562-957-4790

Adopted:

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

AS-__-16

**RESOLUTION IN SUPPORT OF CAL POLY PARTICIPATION IN THE OPEN
EDUCATIONAL RESOURCES ADOPTION INCENTIVE PROGRAM OF THE COLLEGE
TEXTBOOK AFFORDABILITY ACT OF 2015**

- 1 WHEREAS, The significant rise in costs of textbooks is a barrier to college attendance, student
2 access, and student success; and
3
4 WHEREAS, This rising cost of textbooks and supplies affects all student but disproportionately
5 students of lower income; and
6
7 WHEREAS, Cal Poly's Inclusive Excellence initiative states that it is "everyone's responsibility
8 to address diversity and campus climate issues" and that "all students should have
9 the opportunity to succeed"; and
10
11 WHEREAS, On October 8, 2015, Assembly Bill 798, "College Textbook Affordability Act of
12 2015", was signed into law by the Governor of California; and
13
14 WHEREAS, The goal of AB 798 is to increase student access to high-quality Open Educational
15 Resources (OER), reducing the cost of textbooks and supplies for students in course
16 sections for which OER are to be adopted to thus accomplish cost savings for
17 students; and
18
19 WHEREAS, AB 798 creates an incentive program for CSU and CCC campuses for accelerated
20 adoption of OER, up to an amount of \$50,000 to the campus; and
21
22 WHEREAS, To be eligible for the grant funds, AB 798 requires the Academic Senate to adopt a
23 resolution in support of increasing access to high-quality OER, when possible, to
24 reduce textbook costs and supplies for students; therefore be it
25
26 RESOLVED: That the Academic Senate support faculty who opt to consider using high quality,
27 low- or no-cost, accessible textbook alternations, such as the California Open Online
28 Library for Education (www.cool4ed.org); and be it further
29
30 RESOLVED: That the Academic Senate charge the Open Educational Resources Task Force with
31 the development of a plan to be submit to the Chancellor's Office as requested in AB
32 798.

Proposed by: Open Educational Resources Task Force
Date: March 7, 2016

Academic Technology Services
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Gerard L. Hanley, Ph.D.
Assistant Vice Chancellor
Tel: 562-951-4259
Fax: 562-951-4981
Email: ghanley@calstate.edu

December 18, 2015

MEMORANDUM

To: CSU Presidents and Academic Senate Chairs

RFP for up to \$50,000 to
support faculty development
programs for adopting free
and open educational
materials **Attn: Provosts**

From: Steven Filling, Chair of the ASCSU
Meredith Turner, Assistant Executive Director, Chief Governmental Officer, CSSA
Gerry Hanley, Assistant Vice Chancellor, Academic Technology Services

Subject: AB 798 and the Open Educational Resources Adoption Incentive Program

Improving the affordability of a Cal State education continues to be part of CSU's strategy to provide "access to excellence." National and state surveys have indicated that one reason students take fewer courses is the cost of their course materials (e.g. textbooks). The CSU has been a champion of reducing the cost of course materials through its Affordable Learning Solutions Initiative (www.affordablelearningsolutions.org), and it is our pleasure to announce that the State of California has recently passed legislation that provides funding for campuses to support faculty and students choosing and using high quality, no-cost and low-cost course materials. This memo provides an overview of the funding opportunity, guidance for acquiring the funding, and upcoming support services that will help your campus be successful in acquiring the funding.

ABOUT THE LEGISLATION: The goal of the [College Textbook Affordability Act of 2015](#) is to reduce the costs of course materials for California college students by encouraging faculty to accelerate the adoption of high-quality, no-cost and low-cost course materials, especially Open Educational Resources (OER). The legislative strategy will be implemented through the OER Adoption Incentive Program which provides funding for faculty professional development focused on significantly lowering the cost of course materials for students while maintaining the quality of materials. As part of the legislation, the State of California has allocated \$3 million dollars for the program and each Cal State and California Community College campus can request up to \$50,000 for their campus program.

WHAT ARE OPEN EDUCATIONAL RESOURCES (OER) and WHAT ARE OUR CHOICES? OER are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. You can find a wealth of OER at the California Open Online Library for Education (www.cool4ed.org), though you are not restricted to this collection of materials. You may also include other resources that are legally available and free of cost to students, such as your library's ebooks and ejournals, which are freely and legally available to all students. OER include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

HOW DOES YOUR CAMPUS ACQUIRE THE FUNDING? Your campus Academic Senate must complete two (2) requirements:

1. Adopt a resolution that states its support to increase student access to high-quality OER and reduce the cost of textbooks and supplies for students.
2. In collaboration with students and campus administration, create and approve a plan that describes evidence of the faculty's commitment and readiness to effectively use grant funds to support faculty adoption of OER.

These two requirements must be completed and submitted for review by June 30, 2016. For full details, review the legislation.

HELP IS AVAILABLE! WE WANT YOU TO SUCCEED!

- Appendix A provides an overview of the suggested information to include as well as requirements for the campus plan to support faculty adoption of OER/no/low-cost course materials.
- We will be expanding the resources and support services on the California Open Online Library for Education website (www.cool4ed.org) by January 25, 2016. The resources and support services will include sample academic senate resolutions, sample templates for your proposal, easy access and discovery of OER, and more.
- We (Cal State University and the Online Learning Consortium) will be conducting a one-day conference/workshop series in Los Angeles to support Cal State University and California Community College campuses. This conference/workshop will take place **March 2, 2016** at the Crowne Plaza Hotel by LAX. Participants will learn about and discuss the following with colleagues:
 - The legislation (AB 798) and requirements for submitting proposals
 - The outcomes required for campus projects to receive the legislative funding, and many other benefits of a textbook affordability program on a campus
 - The tools, resources, and strategies for finding and adopting OER materials
 - Answers to questions that will help proposal development.

Other colleges and universities can attend the conference as well to learn about the policies, goals, and strategies for implementing a college textbook affordability initiative.

For more information about the conference, see:

<http://onlinelearningconsortium.org/attend/collaborate/losangeles-2016/>

- We will be conducting webinars in the Spring of 2016 to review the resources and services available.
- We will be distributing print and digital communications describing the opportunities and resources available.
- Members of the faculty-led [California Open Educational Resources Council](#) will be available to provide advice and guidance about OER. Leaders from California's higher education segments will also be in attendance to facilitate discussions.

- We will be sending out additional memos and communications via social media and an online community connected to the COOL4Ed website.

Thank you for your participation in this important initiative. We will continue to distribute information about support services in the spring of 2016. If you have questions about this program, please email cool4ed@cdl.edu.

cc: Timothy P. White, Chancellor
Loren Blanchard, Executive Vice Chancellor and Chief Academic Officer
Steve Relyea, Executive Vice Chancellor and Chief Financial Officer
Provosts and Vice Presidents for Academic Affairs
Vice Presidents for Student Affairs
Chief Information Officers
Directors, Academic Technology
Council of Library Deans
Managers, Campus Bookstores
Emily Magruder, Director, CSU Institute for Teaching and Learning
Directors, Faculty Development Centers

Appendix A:

Overview of Requirements for Campus Plan for Accelerating Adoption of Free and Open Educational Resources

Campus plan must include:

- Number of departments involved in the plan's implementation.
- Number of course sections where no-cost/low-cost open educational resources will be adopted.
- A contact person who will be responsible for:
 - The allocation of awarded funds in accordance with the proposed project
 - The reporting of outcomes of the project, in accordance with the RFP requirements
- Requests for up to \$1,000 per course section along with the total amount requested. The maximum request is \$50,000.
- Calculations describing how the campus will achieve greater than 30% cost savings in at least 10 course sections.
- Background on campus readiness to implement a college textbook affordability initiative.
- Description of how the faculty will learn about the California Open Online Library for Education and other existing OER. At their discretion, faculty may utilize appropriate resources for any of the 50 strategically selected lower division courses identified by the California Open Education Resources Council. See the Course Showcase at <http://www.cool4ed.org/courseshowcase.html>.
- Description of how the campus will provide access to OER materials for students, including how the campus will make hard copies of these materials available for students who lack access to these materials off-campus and make it possible for students with such access to print hard copies.
- Estimates of the percentage of cost savings for each course section calculated as follows:
 - The percentage of cost savings shall be the estimated decrease in the costs of books and supplies for a course section in the term resulting from the adoption of OER for that course section, divided by the costs of books and supplies for that course section in the preceding academic term with the typical courses materials (before OER was adopted).

NOTE: THE RFP WILL SPECIFY ALL PROPOSAL REQUIREMENTS AND PROVIDE AN EVALUATION RUBRIC. THIS OVERVIEW DOES NOT REPRESENT A FULL ACCOUNTING OF THE REQUIREMENTS FOR PROPOSAL FUNDING.

Deadlines and key dates:

- RFP will be available before February 1, 2016.
- June 30, 2016 - the deadline for a local academic senate of a campus of the CSU or the CCC to submit its resolution and plan to an online website (to be hosted by COOL4Ed).
- Within 60 days of receiving a campus' application, if the campus has satisfied all requirements, the California Open Educational Resources Council will make its grant award recommendations.
- No later than 30 days after the Council recommends the grant awards, the recommendations will be submitted to the Chancellor of the CSU. The CSU Chancellor shall award funding for grants to recipients (AB 798 has designated the CSU Office of the Chancellor as the administrative agent of the program). Funding for the California Community College campus grants will be transferred to the California Community College's Chancellor's Office for distribution to their campuses.
- By June 30, 2018, a campus may apply for a bonus grant equal to the amount of its initial grant if there is any funding remaining after the initial awards.

Adopted:

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

AS-__-16

RESOLUTION ON CREDIT/NO CREDIT GRADING (CR/NC)

- 1 RESOLVED: That beginning Fall 2016, a grade of CR requires a student to earn a C
- 2 or higher in the course.

Proposed by: Academic Senate Executive
Committee

Date: March 29, 2016

Adopted:

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

AS-__-16

**RESOLUTION ON DEPARTMENT NAME CHANGE FOR THE
RECREATION, PARKS, & TOURISM ADMINISTRATION DEPARTMENT**

1 WHEREAS, The Recreation, Parks, & Tourism Administration Department (RPTA)
2 has requested the name of its department be changed to the
3 EXPERIENCE INDUSTRY MANAGEMENT DEPARTMENT to better
4 reflect the program the department is currently offering; and
5

6 WHEREAS, The request for this name change has been approved by the College of
7 Agriculture, Food and Environmental Sciences (CAFES) Curriculum
8 Committee, CAFES Academic Senate Caucus, RPTA Advisory Council,
9 and the Dean for CAFES; therefore be it
10

11 RESOLVED: That the name of the Recreation, Parks, & Tourism Administration
12 Department be changed to the EXPERIENCE INDUSTRY
13 MANAGEMENT DEPARTMENT.

Proposed by: the Recreations, Parks, & Tourism
Administration Department

Date: February 23, 2016

CAL POLY
SAN LUIS OBISPO

College of Agriculture, Food & Environmental Sciences
Dean's Office

MEMO

TO: Kathleen Enz Finken, Provost
FROM: Andrew Thulin, Dean *[Signature]*
SUBJECT: Proposal Support: Recreation, Parks & Tourism Administration Department Name Change
DATE: October 9, 2015

I fully support the Recreation, Parks & Tourism Administration's proposal to change its name to the "Experience Industry Management Department."

The department has, over the course of several years, evolved its curriculum and faculty talent away from a traditional hospitality and tourism focus in order to better mirror the overall industry's evolution. Similarly updating the department name will provide Cal Poly a unique point of differentiation, better attracting top student and faculty from across the world, as well as better preparing graduates to have successful careers.

The department has devoted significant time to evaluating this opportunity, has consulted with numerous industry and academic sources, and is well-prepared to leverage this opportunity.

I encourage your support for department name change to Experience Industry Management. Feel free to contact me if you should have any questions regarding this request.

*I support this proposal
KE Finken
10/26/15*

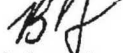


Recreation, Parks, & Tourism Administration Department
College of Agriculture, Food & Environmental Sciences

Tel 805-756-1288
Fax 805-756-7508

December 9, 2015

To: Cal Poly Deans' Council

From: Bill Hendricks, Department Head 
Recreation, Parks, & Tourism Administration

Re: Proposal to Change Recreation, Parks, & Tourism Administration Department name to Experience Industry Management

Enclosed is a proposal and justification to change the RPTA Department name to Experience Industry Management. The enclosure also includes documents of support from Provost Kathleen Enz Finken, CAFES Dean Andrew Thulin, the CAFES Curriculum Committee, and 16 letters, mostly from RPTA Advisory Council members. The RPTA faculty respectfully asks for your endorsement. We plan to present the proposal to the Academic Senate winter quarter.



Agribusiness Department

University of California, San Luis Obispo, CA 93406-7714

December 10, 2015

To: Andrew J. Thulin, Dean CAFES

From: Michael McCullough, Chair, CAFES Curriculum Committee

Re: Support for Recreation, Parks, & Tourism Administration Department name change to Experience Industry Management

In May and September 2015, the CAFES Curriculum Committee discussed the RPTA Department's proposed name change to Experience Industry Management. The committee recognizes the RPTA faculty's forward-thinking approach to their discipline, and academic and industry trends related to this industry and thus endorses the proposed department name change from Recreation, Parks, & Tourism Administration to Experience Industry Management.



Agribusiness Department
College of Agriculture, Food & Environmental Sciences

February 3, 2016

To: Andrew J. Thulin, Dean CAFES

From: Sean Hurley, Chair, CAFES Caucus

A handwritten signature in cursive script that reads "Sean Hurley".

Re: Recommendation to change Recreation, Parks, & Tourism Administration Department name to Experience Industry Management

On February 3, 2016, the CAFES Caucus discussed the RPTA Department's proposed name change to Experience Industry Management. The committee concurs with the RPTA faculty's forward-thinking approach to their discipline. This change appears to be linked to academic and industry trends related to this industry. Thus, we endorse the proposed department name change from Recreation, Parks, & Tourism Administration to Experience Industry Management.

I support this proposal
A handwritten signature in cursive script, likely belonging to Andrew J. Thulin.
17 Feb 2016

Proposal to Change Recreation, Parks, & Tourism Administration Department Name to Experience Industry Management

Experience Industry Management has emerged as a contemporary approach to the facilitation of experiences across all sectors of industries related to tourism, hospitality, event planning, outdoor recreation management, community recreation, and sport management. Experience Industry Management builds upon Pine & Gilmore's (1999) seminal book "*The Experience Economy*." In essence, designed, created, situated, and staged experiences become the foundation for guests, participants, customers, employees, and visitors as they engage in activities in diverse settings, including wineries, breweries, conventions, meetings, concerts, parks, sport venues, athletic events, festivals, restaurants, hotels, resorts, youth programs, community centers, employee experience programs, museums, farm tours, art galleries, etc. Individuals value these experiences because they are intrinsically motivated to enhance their quality of life and to create long-lasting memories of their life pursuits.

As hospitality has evolved from a commercial sector enterprise that focused primarily on lodging and food and beverage to now include public, non-profit, and private sectors, the emphasis on contemporary views of hospitality is paramount. The blending of tourism, travel, experiences, social media, travel platforms, sustainability, food, wine, culinary arts, culture, sports, outdoor recreation, conventions and meetings, and events in an academic program is possible with a shift in the Recreation, Parks, & Tourism Administration program to the cutting-edge approach to a discipline of managing experiences.

Acknowledging that the RPTA Department already has a nationally recognized faculty and progressive curriculum, with moderate revisions to the current major and with the synergies afforded by other academic departments in the CAFES and other colleges, highlighting experience industry management is a relatively simple task. The current RPTA major can be repackaged as *Experience Industry Management* allowing the program to become a leader in developing Cal Poly graduates who will contribute to an industry that is an economic driver and catalyst for the high quality of life of Californians. The first step in this process is a proposed name change for the department.

The timing for a change to *Experience Industry Management* is now. CAFES is embarking upon several initiatives and projects including a center for wine and viticulture on campus, an agriculture event center, Swanton Pacific Ranch facilities, new rodeo facilities, and curricula centered around fermentation sciences, brewing, distilling, tasting and sensory sciences. Coinciding with the future plans at Cal Poly, the California wine, brewery, and distillery industries now recognize that they are firmly entrenched in the hospitality and tourism sector. Few universities across the country can replicate the marriage between FSN, WVIT, and RPTA and other academic programs that will allow Cal Poly to be at the forefront nationally in the development of experience industry management as an academic program.

Although a few other CSU related academic programs have recently commenced with name changes to include hospitality, none have incorporated experience industry management in a program title (see Table 1). BYU has added an Experience Industry Management emphasis within the Recreation Management B.S. degree and for three years has hosted an annual

Experience Industry Management conference. In recent conversations with the BYU faculty, they will likely change the department name to Experience Industry Management this academic year. In addition, for the past seven years, faculty at Texas A&M have been working on the conceptual advancement of experience industry management and the convergence of industries and academic disciplines that support this newly developing view of parks, recreation, tourism, hospitality, employee services, and related disciplines. Moreover, a recent article (Duerden, Ward, & Freeman, 2015) in our discipline's leading scholarly journal the *Journal of Leisure Research*, emphasized the integration of leisure, marketing, and tourism to conceptually propose a cross-disciplinary framework for the provision and understanding of structured experiences.

As disciplines centered on experiences and engagement evolve, variations to the approach of this industry will obviously emerge. For example, the University of Indianapolis now offers a B.A. in Experience Design that focuses on interactive and multisensory experiences. Of some confusion is the concurrent emergence of User Experience Design that primarily emphasizes computer-based interfaces. The RPTA faculty believes that *Experience Industry Management* avoids these issues and is a more holistic approach to this evolving academic program area of study.

Table 1
CSU Programs

Campus	Previous Department Name	Previous Degree Name	Current Department Name	Current Degree Name(s)
CSU, Chico	Recreation and Parks Management	Recreation Administration	Recreation, Hospitality & Parks Management	Recreation Administration
CSU, Northridge	Recreation and Tourism Management	Recreation	Recreation & Tourism Management	Tourism, Hospitality & Recreation Management
CSU, East Bay	Recreation	Recreation	Hospitality, Tourism and Recreation	Hospitality & Tourism; Recreation

The RPTA faculty has unanimously approved by a vote of 6-0, with one abstention, a proposal to change the Department name to *Experience Industry Management*. Moreover, RPTA Advisory Council members are confident that this change will place Cal Poly at the forefront of this approach to our discipline around the country. Similarly, a report completed in December 2015 by Dr. Stuart Mann, a consultant hired to advise Cal Poly regarding the feasibility of an expanded hospitality management program, recommends that RPTA change its name to *Experience Industry Management*. This department name will more accurately represent the careers that RPTA students pursue and the interests of incoming students. Less than 10% of current RPTA students choose a concentration aligned with traditional park and recreation career paths. Nearly 65% of RPTA's 300 students are in the Event Planning and Management and Hospitality and Tourism Management concentrations and our graduates pursue careers in

numerous experience management settings (see Table 2). With the department name change, forthcoming curriculum revisions, and the concerted efforts among multiple CAFES departments and other colleges, Cal Poly will quickly be able to emerge as a leader in the experience industry management academic world.

Table 2
RPTA Alumni

Alumni Sample Position Title	Employer
Tourism Sales & Marketing Manager	Gate 7 Australia
Director of Client Services	INCA International Nature & Cultural Adventures
Astronaut Sales Representative	Virgin Galactic
General Manager	Chateau Margene Winery
Director U.S. Marketing	Visa Inc.
General Manager	Colorado State Fair
Senior Account Executive	Eventbrite
Corporate & Private Event Director	San Francisco Maritime National Park Association
Convention Sales Director	Visit Anaheim
Event Services Specialist	George P. Johnson Experiential Marketing
Owner & Race Director	All Out Events
Senior Manager, Suite & Premium Services	Sacramento Kings
Customer Success Manager	DoubleDutch
Director Recreation & Community Services	City of Mission Viejo
Direct to Consumer Marketing Manager	Jackson Family Wines
Worldwide Corporate Events	Apple
Director Programs and Events	San Francisco Chamber of Commerce
Tourism Manager	City of San Luis Obispo
Global Event Marketing	eBay Inc.
Venue Manager	Devine Ranch, LLC
Senior Manager, Travel Trade Development	Visit Napa Valley
Director of Airports	San Luis Obispo County
General Manager	Hampton Inn and Suites
Global Event Strategy	Cisco
Associate Hotel Account Manager	Hotwire.com
Catering Sales Manager	The Ritz-Carlton, Marina Del Rey
Event Coordinator, Employee Experience	LinkedIn
Director of Business Operations	Mammoth Mountain Ski Area
Marketing Coordinator	USA Waterpolo
Associate Director Human Resources	Fox Film, TV & Sports
Director of Sales & Marketing	Santa Cruz County Conference & Visitors Bureau
President	Los Angeles Angels RBI League
Global Business Development Coordinator	Santa Monica Travel & Tourism

New Course Proposal

Date Submitted: 02/12/16 4:15 pm

Viewing: **UNIV 100 : University Studies**

Last edit: 02/16/16 8:45 am

Changes proposed by: btietje

In Workflow

1. 131-ACPG Chair
2. ASCC Chair
3. Curr Coordinator
4. PeopleSoft

Approval Path

1. 02/25/16 8:25 am
Mary Pedersen
(mpederse): Approved
for 131-ACPG Chair
2. 03/10/16 3:56 pm
Brian Self (bself):
Approved for ASCC
Chair

Date:	Tuesday, November 10, 2015		
Proposer	Name:	Email:	
	Brian Tietje	btietje@calpoly.edu	
Telephone:			
6-1757			
Subject	UNIV	New subject area? No	
Department	Academic Programs (131-ACPG)		
College	Academic Programs		

General Information

Requested Start Term	Summer 2016
Course Title	University Studies
Short Course Title (displays in transcripts and the class schedule)	University Studies
Catalog Number	100
Course Description	Course supports the successful student transition to Cal Poly. Establishes links between student needs and campus resources. Covers goal setting, degree planning, campus and academic policies, time management, college and campus culture, growth mindset and effective learning strategies. Credit/No Credit grading only. 1 lecture.
Is the course crosslisted?	N
Is this a replacement course?	N
Will course be taught on or off campus?	onsite
Does the course have field trips?	No

Course Requirements

Requisites

Are there Non-course Requirements for Enrollment?	No
---	----

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Units per mode of instruction:	Lecture: 1	Laboratory: 0	Activity: 0	Seminar: 0	Supervision: 0	Discussion: 0
Total Units:	1					
Grading Type	CNC					
Is course repeatable for multiple credit?	N					
Is this course to be taught with specific subtitles (e.g. ENGL 349 British Writers)?	N					

Purpose of the Course

This is a required course

N

This is an elective course

N

This course is used in the following credential program(s):

Briefly explain the need for this course:

Cal Poly is committed to student success, and this course provides learning experiences to help students become more successful in their academic, personal, and career pursuits. Although some students arrive at Cal Poly fully prepared and equipped to succeed, others would benefit from the additional guidance and support that will be offered through this course.

Indicate which of the following University Learning Objectives (ULOs) will be supported by the course:

- Think critically and creatively
- Communicate effectively
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences and technology
- Work productively as individuals and in groups
- Make reasoned decisions based on understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning

Program Learning Objectives

other

Explain Program Learning Objectives

This course is applicable for students in all majors at Cal Poly.

Other Learning Objectives

Is this a General Education Course?

N

Is this a United States Cultural Pluralism Course?

N

Course Learning Objectives and Assessment Methods

List the learning objectives for this course (e.g. what should students know or be able to do after taking this course) and the assessment

method that will be used to collect direct evidence of student achievement of each learning objective. Consult the Associate Dean in your college about assessment resources.

Also, refer to the above program learning objectives (PLOs) and indicate which ones are supported by each course learning objective. Listing PLO numbers will suffice (e.g. PLO 1, PLO2). If the course is being proposed for General Education, indicate the GE educational objectives and criteria supported by the course (e.g. GE C3 EO 1, 2, 3, 6 and CR 2, 5).

Course Learning Objective	Assessment Method	Program Learning Objective
Identify and articulate their academic, personal, and career goals	Rubric to evaluate written goals	Communicate effectively
Develop a degree plan and schedule	Scoring rubric to evaluate completed worksheets for a 4-5 year degree plan and first year schedule.	Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences and technology
Recognize and articulate the culture and expectations of Cal Poly	Rubric to evaluate written statement of intended contribution to campus culture.	Make reasoned decisions based on understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
Demonstrate a growth mindset and effective learning strategies	Multiple-choice questions about the nature of a growth vs. fixed mindset, as well as questions testing recognition of effective learning strategies.	Engage in lifelong learning
Identify campus and community resources to establish a support team	Rubric to evaluate a written campus and community resource plan, as well as the identification of specific individuals or departments to comprise a student's support team.	Think critically and creatively

Expanded Course Content

Provide a detailed outline of the content for this course:

Week	Readings Or Assignments	Discussion	Lab Experiments, Activity
1	Written assignment: academic, personal, and career goals	How to identify your goals	Presentation of 'SMART' goals Goal writing practice session
2	Written assignment: academic, personal, and career goals	How to articulate your goals	Peer review activity of written goals
3	Worksheet: Develop a degree plan	Elements of a degree plan (GE, major, electives, University requirements, curriculum sheets, flowcharts, PolyPlanner) Academic policies (Expected	Sample illustrations of degree plans and PolyPlanner In-class development of degree plan

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		Academic Progress, Academic Probation, Disqualification, Change of Major)	
4	Worksheet: First year schedule	Cal Poly scheduling how-to (PASS, CPReg) Cal Poly scheduling tips and strategies	Demonstrations of PASS and CPReg
5	Selected readings on diversity, inclusivity, and campus climate	College culture and expectations (including the nature of a comprehensive polytechnic and learn by doing pedagogy) Stereotypes and biases (implicit and explicit) Campus climate, diversity and inclusivity	Presentations, videos and/or guest speakers, activities, and discussions
6	Written assignment: intended contribution to campus culture.	How to make a positive contribution to your campus culture	Sample statements, guest speakers and/or videos with examples of positive impact on campus culture
7	Selected readings on growth mindset and learning how to learn (e.g., 'Make it Stick')	Growth vs. fixed mindset Effective learning strategies	Videos, exercises and activities to illustrate growth mindset and effective learning strategies
8	Written assignment: adversity plan	Noncognitive skills (grit, resilience)	Case studies / scenarios about challenges, setbacks, and unexpected occurrences, and how to respond
9	Written assignment: campus and community resource plan	Campus and community resources to support student success	Guest speakers, maps, video tours
10	Review and recap learning and accomplishments	Maintaining successful habits and processes	Review content from the quarter Provide guidance for continued support

Final Assessment

Final assessments for 1-unit courses, labs, and activities occur during the regularly designated meeting time in the last week of instruction. Final assessments for all lecture and seminar courses (other than 1-unit courses) occur during the scheduled final assessment period ('finals week').

What will be the method for final assessment for this course?

A rubric to evaluate an e-portfolio containing all of the written assignments that students completed during this course, as well as their personal reflection statements throughout the quarter. The scoring rubrics and other assessment methods for each learning objective will be used to generate an individual performance score for each student that will be equated to a letter grade. Students earning a C or better will receive credit; students earning the equivalent of a D or F will not receive credit.

Will the final assessment occur during the designated time period? ☐ yes

Consultation

List all courses that already cover any significant part of the planned content/learning objectives of this course either within the department or from other departments. Explain why duplication of subject matter is necessary. Please talk with any other department with which there will be significant duplication.

Please explain the duplication in subject matter and why it is necessary:

Use the [memo template](#) for consultation with other departments offering any of the above listed courses. Attach signed memos to the proposal.

Course Delivery and Resources

Estimated number of students in one section of this course:	Lecture/Seminar: 100	Lab/Activity:				
	Estimated number of Lecture/Seminar sections to be offered:	Fall: 1	Winter:	Spring:	Summer: 1	Total: 2
Which is the primary format in which the course is intended to be taught:	In Person					
Does this course require new equipment?	no					
Does this course require new supplies?	no					
Indicate type of teaching environment needed:	Lecture					
Indicate the names of faculty members who will initially teach the course.	Brian Tietje and Shannon Stephens (during Quarter Plus, summer 2016)					
Will staff resources be required to support the course?	no					
Does this course require new computer facilities and/or software?	no					

Instructional Materials and Information Technology Accessibility

"It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability." (EO 926)

The [CSU Accessible Technology Initiative](#) requires that new course content, including instructional materials and websites, be designed and authored to be accessible to all students.

Please review the [Accessible Instructional Materials Checklist for Cal Poly Faculty](#) and related links to understand what this means as you develop your course content.

Take advantage of the [Center for Teaching and Learning](#) technology support tutorials, workshops and other services and the [CSU Professional Development for Accessible Technology](#) resources.

I have reviewed the information and I understand what is expected. Yes

If you still have questions or need any assistance, email the [Electronic and Information Technology Campus Compliance Officer](#) or telephone 805-756-5538.

Supporting Documents	Email_UNIV 100_2015-11-12.pdf UNIV 100 - CENG OK.pdf UNIV 100 memo OCOB.pdf UNIV 100 Memo - Liberal Studies.pdf
Course Reviewer Comments	<p>solivas(11/12/15 12:31 pm): Changed Requested Start Term from Summer 2017 to Summer 2016, per the attached email from Brian Tietje.</p> <p>bself(01/14/16 8:21 am): Rollback: The ASCC reviewed the proposal favorably, but had several concerns. (1) There is already a course called First Year Seminar (UNIV 125). Please change the course title.(2) The description needs to be 40 words or less (too long). (3) Please obtain consultation memos from both BUS 100, ENGR 101 and Liberal Studies 100. They may want to limit credit for their students (so they would not get credit for both). (4) Can you comment on how the grade (CR/NC) will be determined? Is it just attendance based? (5) Because there aren't PLOs, please map the CLOs to the ULOs. If you can address these concerns by noon on Wed 1/20, we will re-review on 1/21.</p> <p>solivas(02/02/16 9:17 am): Rollback: The Academic Senate Curriculum Committee reviewed the UNIV 100 proposal and has requested some additional information. Please see their questions in the Comments field at the bottom of the proposal.</p> <p>solivas(02/12/16 4:52 pm): Attached consultation memo from OCOB.</p> <p>solivas(02/16/16 8:45 am): Attached consultation memo from Liberal Studies.</p>

Key: 5035