

GUESTS: Jim Alderson, Yuanjie (Ed) He, Melissa Aaron, Kamran Abedini, Ileana Apostol, Jeff Brown, Rick Willson, Danette Cook Adamson and Hend Gilli-Elewy

President Ortiz welcomes and gives some opening remarks:

Question 1 - What is polytechnic in 2008? What does that mean to us?

Speaker: Well to me it is teaching skills that pay bills. Teaching actual trades that you can take to the marketplace, that you can use in the environment that we teach in. Animal science, engineering, hotel management, urban planning that are real world skills that are tradable, that never go out of style and never go away. They are not influenced by trends. They are not influenced by the current, you know, hot thing that is in the market place that is green or whatever. They are true skills that pay bills. They are long lasting lifetime assets. That is polytechnic. It is about learn by doing.

Speaker: Communication, speaking the language of your industry. Absolutely. Speak the language that they can relate with the general public. Certainly. And part of that is done through a higher level of skills that were obtained at the University. Not having to remediate students when they get here. So remediation is a big problem that we have trying to bring students up to par just to get them started and then when we get to that point we have little time to finish them. So remediation should go to the community college level and have them learn how to communicate in high school, community college, post secondary programs and then when they come here refine that, polish that, really make them into something special. But if we have to go from zero to hero in a short span it is very difficult to do.

Question 2 - Should we be different from other CSUs?

Speaker: I am in English and Foreign languages and I am extremely proud of the fact that this is polytechnic university. I am very, very pleased that we have as you were mentioning urban and regional planning. I am quite excited about the Collins School, actually I am so happy that we have that. My only concern really is that actually was following up on something you said which is that -and it is a problem - that communication and writing and written skills is something that of course we are concerned with too, but that from the point of view from the English department or the Foreign language department as awful lot of that seems to fall on us, both the remediation and the general communication skills. We, the assumption is why are you not teaching the use of commas. Why are you not doing that at all and we become over stressed, and at the same time I think people are not necessarily aware that we are also providing skills that pay bills. We pumping out English teachers and Spanish teachers as well and that along with that you need to be able to have genuine liberal arts classes. I mean you can not read, I mean otherwise because we become, we are doing exactly what a community college does. We are just teaching composition and general intro. We are not providing the kind of background that a teacher needs to be able to go in and teach a high school so I think-I think one of the concerns that has come up with my colleagues in class has been that philosophy, and maybe history and English and foreign languages and some of the other departments. That are viewed as being not essential to the

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mission of the University so far that if you removed us it would not be a University degree at all and so that is a worry that I think a lot of us have got.

Question 3 - What other universities should we align ourselves with?

Speaker:

I would like to make some comments regarding all three questions if I may. Jeff was nice enough to start this, answer the question about what we are. I do not think we are a trade school because we are not DeVry. We do not want to be DeVry. It has to be a University so we are teaching skills but the skills are a level of a let say in our case an engineer and not a technician, and but we are we should be someone that is teaching skills that would not require anyone who graduates from here to go back to the industry and get trained properly and I have been at USC and taught at USC for a while. Students that leave that place I would not hire because now for my own projects I do hire undergraduate students that are junior level. I like the way we are teaching them. They are able in the industry without any additional training, start working and that is the advantage that we have. Again I am looking at it from an engineering point of view but would be true from any other department. Specifically I know we are lacking some things just because of the fact that we have a lot of diversity for example excellent communication skills- We are still behind. Should we be different, yes, and I think we should be in our vision, in our mission, we should have something about greatness and being the best and all of that and we should at this time I know in engineering for example San Luis Obispo has been rated the best in terms of regional state universities and I purposely take a look to see how are we different. The only difference that we have is the raw material. Okay that is the only difference we have in terms of you know in terms of the faculty I think we do a lot more to get from zero to hero and our students are really in demand thank God but at the same time the reason they are being rated always as number one is because of the fact that they are quality students that is a start. You know San Jose State University, I know I reviewed them last year. They usually have their students coming in from Junior College level. They hardly ever spend any time on high schools so they usually have transfers. We are getting about, we did a survey, about 20% of our students in our department from high school and local area so I have no idea why but I think if we set our goal much higher and try to be the best maybe we suffer a little bit and have less students coming in but as soon as they find out we are the best a lot more students will apply just like they do at SLO. A lot of students applied at SLO a few years ago and they had so many that they started approaching them wanting to send some of those leftovers to us. That is a shame; they should be doing this to us.

Speaker:

I think, sorry, I think part of it is in order to have a closed end situation you have to have more resources than we do or it would have to some of the slack would have to be taken out from else where because impacting programs would not effect us in the English department. We still would have to teach composition to everybody coming in. So, and I imagine, is there anybody from math here, they would probably say the same thing, it would have to be an admission level thing to really affect us. So if we wanted to continue having the diverse student body and to be

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able to reach out to more diverse income levels - you get what you pay for. I mean it is one way or another. Some of that is going to have to it is going to have to come from somewhere because otherwise we can not offer or do more with less. That just that can't happen.

Speaker: Well if we are one of only six public polytechnic universities in the nation. that is a very special elite group. If you look at Rensselaer Polytechnic Institute... It has a national reputation. Part of what I feel in my humble opinion that Cal Poly is lacking in the national reputation. We are a regional school and part of that I think is that we are Cal Poly Pomona. Pomona has a real negative connotation these days. But we want to have more of a national scope but then we have to identify ourselves as a national school, California State Polytechnic University, California, Los Angeles, something that is going to give of a national scope to show that we are on the same par with the six other elite polytechnic schools. It is a very unique situation that we have as being part of our name and that is who I feel should align us up because then we are just not one of another CSU or one of another state university within the state system. We are something that is different, that is special that provides a unique educational experience.

Speaker: It is a great comment and if I may add I think what we should have more in the future and I know how much we have at this time and I can live with it is as you mentioned marketing or not just our region because then California, and certainly everyone knows about California from other students but in Northern California they know about SLO. I have lived it. They did not know anything about Pomona.

Speaker: I would like to follow up on that, not only the planning but just this notion that my view of higher education is the trend in other universities especially research universities is they are becoming more like Cal Poly Pomona. Everybody is coming to our model in the sense of community engagement which we have always done, learn by doing approach which was always done, attention to the quality of undergrad education which we have always done. So you know I see change in other institutions starting to do the things that we are doing so for me maybe it is making the world aware of this but I do not see, I think we are in the right place with our polytechnic learn by doing traditions for what society wants, for the way higher education is changing so in terms you know changing our image I do not think that is what we need as much as claiming and on the SLO issue not wanting to be them but being another version of that. You know that we feel very fortunate to be in southern California and to planning professors to use the region, you know we are engaged in one of the most exciting metropolitan areas in the world and we should definitely take advantage of that and reflect its diversity but I think it is a matter of defining our model and as the one that is the right approach to higher education and I do not know if it tweaking it but I don't think that we need to turn it upside down because in my view a lot of people have been self selected into this place for those ideas so there really is broad agreement you know this university that has this these professional schools but is not just a trade school and is kind of

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linked with excellence in liberal arts education making university attention. That is what I see we are trying to do.

Speaker: I guess I do not know how connected this is. I keep hearing excellence, excellence, excellence in all of our different programs and yet the frustration for us is that we feel our excellence we are trying so hard and we just are not able to. What just recently happened for us okay is that because of the budget problems and because we have so many students who need to be who need to take remedial English or basic composition that our upper division classes are getting cut right, left and center and we can not really be a decent English program. We can basically be a service program that can teach you how not to write horribly and that is really frustrating for us and I think one of the things that I am hoping aside from the budget hitting everybody is and one of the concerns of my colleagues at CLASS is that excellence in a basic liberal education be considered part of what it is to turn out an excellent engineer, an excellent restaurateur, an excellent urban planner is that they be a well-rounded well-educated person as well and that that not be. I mean it is okay if we turn down a few philosophers. I mean it is alright. We can lose some.

Question 4 - What are the greatest unfunded needs of your college or division?

Speaker: I will start. Our students have almost doubled since 1999 and we have 20% less tenure track faculty so we are headed into accreditation, self study next year. Past two accreditation self study said we should have 10 faculty with this hire freeze we have eight so it is just it is just very simple we are it is we are talking about excellence but as a department chair is it just stressing to see that while I have been a department chair we have gone the wrong way on faculty and it is you know we are lucky unlike SLO we can bring in extremely talented practitioner planners who, it's great. That is how we do it. We are the biggest planning program in North America. There is no other way we could do it with only eight tenure track faculty without bringing those people in but you do have to have a core faculty big enough to be responsible for the curriculum and how it is changing. You know I am really worried about next year and I am know that it is a big picture not next year but there is going to be harm to our reputation to accreditation and other things if we do not carefully assign these budget cuts and I think academic affairs has got all the students and the notion that it should take an equal cut with all the other divisions doesn't sit well with me.

Speaker: Well for example the Collins School we have a large endowment as you well know. A lot of the things that are paid for at that school are paid for from the endowment - but should be paid for from state side. All the buildings that were built there were built by private funds but maintenance and class sizes enrollment have gone from 600 to over 950 at the current time. And the facilities are being stretched. The faculty is being stretched and we are paying our own way with the endowment for a lot of things. Not for everything but for a lot of things and that is one of the

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challenges to have is to have a balance and equalization to be able to maintain the endowment, to use it for what we need to use it for instead of using it for operations.

Speaker: But then in the answer to the question that you raised. For the last almost 10-15 since I have been here we have not had any state supported equipment for engineering and as you know in engineering and also science we are lab driven also and we need a lot of equipment in the lab. We still use the same machinery we can. We use machinery as 30 years ago and that industry actually let them go 10 years ago they are not using anymore.

Speaker: Sorry to have to be a thorn in your side but we can not do that because... we produce something like 80% of the K-12 teachers and good luck getting money out of them to be able to support us. That is just not going to happen and yet at the same time we do provide a valuable resource unless of course people just simply want to stop educating their children. And the other thing is people do not see our equipment because almost all of our capital is intellectual. So it is very -when you walk into our department and you see the fact that our acoustic tile is kind of crumbling and we are not asking for a lot but we are about we are losing faculty too. We will after next year when one of our faculty retires we will have no people who teach 20th century literature at all. They will all be gone. And that is one of the most things the most important things that we teach, I mean it is a it is a basic primary thing. So we are getting to the point where we are already bleeding uncontrollably.

Speaker: Some thoughts along with the English department we have currently had a real big challenge in the fund raising area because we a we cannot really claim alums and so for the programs you know we have to support all of this and it is tremendously expensive I mean and we want to go electronic as much as possible because you know that is what the students are responding to and prefer and you know those sources so often have advantages far beyond what the print can do. But you know I happen to be the music bibliographer and I am just looking at a source right now that the same price that I paid for a set, encyclopedia set, that we could have on the shelf and you know could be there for several years until another edition came out. Now I have to pay that year after year after year just to have access to this online database that if we then do not get the money together to subscribe again next year then we have nothing you know. It is either zero or you have the source so the funding does not work at all so then we look back to some of the subject departments. Can you help pay, you know is there anything that you can do to help raise money to help us to be able to offer this source year after year electronically. So those I do not know whether the CSU can do better on consortia deals for all of the campuses. But that is a huge problem.

Speaker: Excuse me. Last summer I went to a meeting of all the state colleges of agriculture in the country and it was very, very interesting and there were representatives by the Deans, associate Deans and many of them brought the development officers and

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they are very, very aggressive. Texas A & M for example, each department has their own development officer and those development officers, I watched them. They were on cell phones. They were on their laptop. Well I got to go meet with a donor. I have to go have dinner with alumni and they were getting donations that day as we sat there. Somebody died and left them a million dollars for that department alone. So I think it is really good to raise funds and I agree industry had not anteed up and I think it is there we have a huge amount of industry but we need people to do that. You can not teach 15 WTUs and be a development officer for your department we well. Yes. But those guys pay for themselves development times over.

Speaker: ...We're not a major school...We cannot even track our students after they graduate, maybe we can send an e-mail to some of the students and keep those e-mails after they graduate they can still get into contact with them. For IGE it's difficult, it's an undergraduate program they come for two years, they love the program but then then they get preoccupied with their major and some of them remember us and some of them come back. It is extremely difficult to raise funds. The education, CEIS, department has a bit of a different story especially in IGE. I was on the development committee. She was only there for a few months and then she disappeared. (*not understandable*)

Question 5 - Outside of your departments what do you see is the biggest needs?

Speaker: It would be great, as a junior faculty; research is something that we do. It is it is terribly important in our resources and I mean we do not need labs in the humanities we do not need a lab and have the smart classrooms that are perfect in the classrooms and so on. But you need time this once in a while so we can actually work on a project and finish it or need help with travel on a more consistent basis because it impacts the family is a bit strenuous out there you have to go would be great. We could help support faculty. We are not a research institution and we do not want to be and I am not here to promote research but by having support...

Speaker: And just because of my exposure yesterday I am going on a trip for a couple of weeks for a research project that I am working on supported by the industry in that prospect. Anyways, because of the fact that we do not have enough faculty members I had to go in and actually tape my lectures so that resource that he wanted us to use and tape lectures. That is something very valuable that I was able to tape my lectures for the next two weeks so I can access them at any time and contact them. I do not want to replace me face to face teaching with it but in emergencies we can do that, and that is a great resource. And we did not actually have to have that.

Speaker: Actually that brings an issue of fund. If we want to continue to have accessibility particularly one with flexibility we are going to have to put some research resources into that too because I have an online Shakespeare course where I have all my video tape lectures and I did that several years ago but I have been told that I am going to

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have to go to closed captioning but I have no way to do it because somebody.....you notice we have both been going something like this because I am beginning to get repetitive strike problems because there is nobody to do that task but me. So I mean it is going to involve retyping all the PBS stuff so I it is it is just something we need to think about planning for the future as that particular federal initiative takes hold about making all of the web resources that we depend on become accessible and I know that it probably and also copyright permission which is all of those things are becoming, they they effect everybody on campus.

Speaker: Might I mention also in my mind related the Go Green initiative you know we understand the value of that but without policy at the highest level and a plan for how to manage electronic records a lot of the things now that have no print they are just out there that people are not realizing okay now that these electronic records have to have they have to be managed right. You know you have to have some kind of retention policies or you just do not put the latest one up because what happened to the old one and then the university starts to have a history going to the way and I mean it is this black hole. Things are not documented you know the iterations is the what policies were and what the reports were and all of that if they are only electronic so I would really urge the university to hire a records manager to establish analysis for national electronic records and get that in place before all these evaporate.

Speaker: Another area outside the university that we should look at is concerned about long range is transportation. All of us most of us came on the freeway this morning except for our illustrious president who walked up here. Why is not there a plan for light rail station to be on the campus Cal Poly. Why is not there a plan for students and faculty to be able to travel back and forth easily even though we are primarily a commuter campus?

Speaker: May I ask something with the transportation. I have heard that we are an urban university but we are in a metropolitan area. That we have here with the land and the campus itself and I am not heading towards turning the campus into a theme park but I am thinking that we could use the land and setting for events for the community and we would get many. We would get branding. We would get the visibility and money and also making employment for students and I think that we just for that... I think that USC is granting capital campus and that is a great source of funding.

Question 6 - Who do you see as our constituents and what do they need from us?

Speaker: Industry.

Speaker: The community. They need us to help with all problems.

Speaker: Public education. Of course, K through community college. We can retain transverse students from there but we send the faculty there.

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Speaker: State of California. They make plenty off of us.

Speaker: Professional organizations that we support with our students who enter the field and become of a member of the professional organization and raise the level of that professional organization.

Speaker: I think that the most valuable asset in California is the educated graduates. They are a huge economic stimulus for the state and every year we pump out these educated graduates and they stimulate the whole state economy. So I think that is our biggest contribution to the state is that we are stimulating the economy by educating all these people.

Speaker: Well if we can go one step further we are stimulating the world because we have a lot of international students that come here and go back to their home country and take our brand of education home and impact their economy.

Question 7 - What attributes would or should define a Cal Poly Pomona graduate?

Speaker: Well rounded.

Speaker: Lifelong learner.

Speaker: Reflective. They are not just skilled workers they are reflective workers.

Speaker: Well I think that we do with the service learning portions that we have. I think that part of what we do with the service learning portions is we have activities that are involved in the community. We have a large one coming up in May. You know so I think that it is community awareness.

Speaker: That is fantastic in terms of the old definition of what a university is. But right now you know we have to make money also.

President Ortiz: Thanks and closing remarks.