

Cal Poly Pomona – Access to Excellence
Campus Conversation Outcomes
March 2, 2007

EXECUTIVE SUMMARY

One of Cal Poly Pomona's most significant events in recent history, **Access to Excellence** brought together a vast representation of the university community to listen and dialogue on the issues that will impact the future of this campus and the California State University.

By late January, a committee of seven faculty, staff and administrators, came together to address a calendar of events, identify panel and breakout facilitators, as well as set communication timelines and deadlines. It was determined that the day would be broken in half, with the general session in the morning, followed by an afternoon meeting with the colleges and divisions. All university employees would be invited to participate in the morning, afternoon or both. The schedule was set as follows:

- 8:00 a.m. Breakfast
- 8:30 a.m. Introduction and Welcome from President Ortiz
- 8:45 a.m. Panel 1 Presentation - (*Assuring Access, Connecting to P-12 Schools and the Community Colleges, Fulfilling Commitments to Multiple Stakeholders*)
- 9:30 a.m. Break
- 9:45 a.m. Panel 2 Presentation - (*Ensuring Success in Student Learning, Faculty/Staff Excellence to Promote Student Success, Now and Future: Campus System Identity*)
- 10:30 a.m. Break
- 10:45 a.m. Breakout – Assuring Access
Breakout – Connecting to P-12 School and Community Stakeholders
Breakout – Fulfilling Commitments to Multiple Stakeholders
Breakout – Ensuring Success in Student Learning
Breakout – Faculty/Staff Excellence to Promote Student Success
Breakout – Now and Future: Campus System Identity
- Noon Break
- 12:30 p.m. College/Division Meetings (lunch served at meeting site)

For all communication related to **Access to Excellence**, a comprehensive website was developed at <http://www.csupomona.edu/~excellence/>

The event was held in Cal Poly Pomona's largest public venue, the **Bronco Student Center**, which is designed to hold **554** people seated at tables in two large multi-purpose rooms. In order to have a balanced representation of faculty, staff and students, the university began by inviting faculty, asking them to pre-register online three weeks before the event. More than **220 faculty** committed from that initiative. The next stage of invitations went to select students, predominantly made up of government and club leaders on campus. **One hundred students** pre-registered online. Each college and division was then asked to identify a designated number of staff and managers to complement the morning event, while staying within the limits of the venue.

Since all afternoon participants would not be able to attend the morning sessions, it was agreed that the President's address, the two panel presentations and the six breakout sessions would be video recorded and streamed live across the campus network. All university faculty, staff and students were encouraged to watch the broadcast to better participate in the afternoon discussion. Those programs are available at: <http://video.csupomona.edu/streaming/cpp/Access.html>. In our ongoing efforts to enhance our online infrastructure to those with accessibility issues, the President's message was closed captioned.

These recorded presentations will also serve the university in the long-term, providing support and evidence for Cal Poly Pomona's WASC accreditation process.

The result was that attendance eclipsed all projected models, with **over 650 people** participating in the morning event and **over 1,000 taking part in the division and college meetings**. The afternoon meetings were designed to facilitate the majority of feedback and discussion on the domains. To ensure that the colleges and divisions would be addressing common issues, each of unit leaders were asked to document the discussion using the following questions as they each relate to the six domains:

1. What are the CSU system and Cal Poly Pomona doing well?
2. What should the CSU system and Cal Poly Pomona be doing differently?
3. What changes need to occur to achieve these differences?
4. How could technology help to achieve these differences?

In an effort to ensure that all voices were heard and recorded, the Synopsis of Feedback (beginning on page 3) will feature multiple versions of the same ideas and thoughts that were shared in the nine different afternoon meetings.

SYNOPSIS OF FEEDBACK

I. ASSURING ACCESS

1. What are the CSU system and Cal Poly Pomona doing well?

- Club shadow days
- Tutoring (alumni assoc)
- Learning by doing
- Subsidizing computers via financial aid
- Very diverse campus
- Dedicated outreach staff
- Good admissions staff
- Good faculty/teaching and scholarship/practice
- Very unique programs
- Outreach to students utilizing the areas of Admissions and Outreach, EOP, clubs and student organizations.
- Orientation Services is improving communication among incoming freshmen and community colleges.
- The Visitor and Information Centers are doing multiple types of tours.
- The Children's Center is helping parents with child care services while they are on campus.
- We are moving toward accessibility in technology and creating a welcoming environment.
- CPP is providing a significant amount of financial aid for students - \$76 million
- PIQE
- Early Assessment Program (EAP)
- Outreach to underserved populations
- Articulation Agreements
- The Downtown Center afternoon programs, peer theatre
- Remedial classes (EFL)
- CASP, America Reads, I-Poly has art classes to prep students for college
- Departments have discussed and defined their missions
- Departments have a clear sense of what to do to achieve excellence
- Friendmobile: offering psychological services to under privileged children

2. What should the CSU system and Cal Poly Pomona be doing differently?

- Advising (process, resources, personnel)
- Assessment of Advising and of Learning Outcomes
- Expand online offerings to reach place-bound and time limited students
- Better facilities (space, equipment, A/C)
- Better use of facilities (summer)
- Daily maintenance (trash, ceiling tiles, floor tiles, "black furry things," air quality, unusable electrical outlets, old animal units)
- Better marketing (literature, CDs, cool web site, to our target 16-17-18 year olds, disabled students)

- CPP needs to improve its outreach efforts to more populations, specifically targeting student with disabilities.
- More collaboration between the different outreach programs.
- More outreach programs that target parents.
- Begin outreach earlier.
- More weekend classes, more hybrid and on-line classes.
- Service learning can be used to get students involved in outreach efforts
- Some of our marketing efforts were discontinued in an earlier budget cut and should be considered for reinstatement
- More high-tech advertising
- Better marketing – targeted
- Centralizing information
- Delivery of information
- Face-to-face recruitment/contact

3. What changes need to occur to achieve these differences?

- \$\$\$ (dedicated funding for specific programs, maintain facilities, mentoring, buy out for advising)
- Faculty load
- Advising – consistency, faculty training, frequency
- How to handle students with minors
- Better communication
- Gridlock on Bronco Direct (ex. Transfer students)
- Tutoring by discipline, mentoring
- To achieve these differences we need to have better communication, collaboration, partnerships among these areas that are doing the same thing.
- The university needs to focus on just one or two priorities.
- Better funding for additional staffing and training.
- More students in the outreach efforts
- Funding
- Bricks/mortar – space
- More of everything
- Mentor new faculty/staff
- Focus on learning centered to faculty
- Internships
- Commitment to distance learning
- Targeted community outreach
- Poster campaign to lower grades
- K-6 overnight mini-camps
- Facilities that welcome students
- Expertise in real world education
- Mentoring
- Open houses/festivals
- More jobs on campus
- More communication to parents

- Better tracking of student involvement – profiling current students/grad check
- Learning centeredness
- Training/recognition/merit pay/incentives
- Consistent expectations/RTP
- Outreach component to RTP
- Web-based courses
- Current technology

4. How could technology help to achieve these differences?

- Replace Bronco Direct
- Go back to “old school” (low tech) evaluations
- Change numbering system in Bronco Direct
- More intuitive
- Video conferencing; increase resources
- Financial aid question on admission apps; info on FA info
- Department schedule of classes 5 yrs in future (put on web)
- Increase support for college & department web sites
- Wifi campus-wide
- Technology can make a difference. We could still use improvements in email and text messaging and in the area of accessible technology

II. CONNECTING TO P-12 SCHOOLS AND THE COMMUNITY COLLEGES

1. What are the CSU system and Cal Poly Pomona doing well?

a) Community Service

b) Internal & External Collaborations

- Ag Field Day
- Garden based instruction
- Ag teacher early field experience
- AGRIscares tours
- AHC tours
- Gear-up
- Ethno-Botany learning track
- Lyle Center tours
- Art Department and URP projects in K-12 settings
- Shadow days in professional settings,
- Scholarship programs with professional organizations
- We are doing well in the areas of outreach to students as well as with “America Reads” and the “CSU Mentor” program.
- EAP is a promising new program
- Good students
- Strong recruitment by business
- Service learning
- Graduate global citizens
- Internships
- Attend CPP by choice
- Multiple outreach; EOP, CAPS, Upward Bound, College Bound, etc.
- Advising
- Learning centeredness
- Good at engaging students
- TQE teaches teachers to teach better
- Our faculty supervises/mentors teachers
- Understanding majors/teacher training, understanding GE mission, graduate programs that meets a particular need
- Outreach efforts
- Service learning: field trip visits, internships and student outreach to schools
- Administrative services credential for students to take
- GEAR UP program: donating computer equipment to schools
- Providing a variety of courses that serve teachers – ideas, online
- Partnerships with YMCA (boys and girls), Chinese community

2. What should the CSU system and Cal Poly Pomona be doing differently?

- Educate faculty and staff about what we do
- Getting the message to the public (PSA's, ads about “learn by doing”)
- We need to work on getting students to do more than the minimum and EAP should be done earlier.

- We need to overcome the disconnect that parents and students have between testing and grades
- Increase articulation agreements with community and 4 year colleges,
- Improve processing of transfer credit reports,
- Improve admissions procedures
- Pace – semesters to CPP quarters is difficult for many students. Use FYE/orientation more effectively to prepare students with their education.
- P-12 – EAP (Math, English, ESL)
- Promote independent study involving community service, college/department newsletters, showcase a different department each month on the CLASS CEIS websites and have these available to the community
- CEIS should have more programs that reach out to kids
- Defining and fulfilling department mission
- Have student advisors out in the feeder schools, counseling children
- Invite communities to on-campus events
- Broaden community outreach
- Partner with community colleges with regards to nutrition (early health)

3. What changes need to occur to achieve these differences?

- Create new collaborations; Focus on improving current collaborations & connections
- We need to shape outcomes to be realistic and measurable. Train more effective teachers
- Partnership (P-14 – Counselors, teachers, students, parents)
- Opportunities for grads
- Make community service learning classes have less red tape (to monitor students/set-up, etc.)
- Promote more field trips/have faculty give demos/assemblies (repeat visits as kids grow up)
- High schoolers only have college night once a year – needs more promotion
- Have locally raised students go out to their high school alma maters
- Have students go out to high schools to be “role model for the day”

4. How could technology help to achieve these differences?

- Blog, Blackboard, websites and links to K-12 websites
- Donate old computers to schools
- DVD on Cal Poly
- Put Cal Poly on cable channel
- Find new ways to use Facebook to connect with community colleges
- Make faculty contacts available to consult on science fair projects

III. FULFILLING COMMITMENTS TO MULTIPLE STAKEHOLDERS

1. What are the CSU system and Cal Poly Pomona doing well?

- URP student projects in communities
- Real-world studio projects in Architecture and Landscape Architecture
- ENV sustainability research initiative
- LA 606 Studio projects (30 years)
- Inviting professionals to campus for juries
- Professor for a Day
- Inviting professionals to serve as adjuncts
- Cultivating donors
- Publishing a college magazine about achievements
- Career Day
- We are providing a quality education at an affordable price.
- We achieve name recognition with our entry in the Rose Parade.
- We work toward improving our service to students with special needs.
- We are staying in touch with our alumni by providing email and internet services as well as a variety of publications.
- Hybrid and on line courses provide another dimension to our teaching techniques
- Not much!! Facilities are poor.
- Mini-grant program works well, “but” we need more and we need to advocate for more...
- Continue to hire strong faculty and staff
- Grads get to keep Cal Poly email
- Keeping in touch with Cal Poly alumni
- Service learning

2. What should the CSU system and Cal Poly Pomona be doing differently?

- Educate public about what we do
- We need to provide opportunities for partnerships with industry; more interaction between students and our alumni is needed
- We need to do a better job publicizing our programs (higher visibility).
- Continue to increase school spirit.
- We need better marketing – toot our own horn.
- We want to make CPP a destination for students and external groups
- Invest in facilities! (CSU responsibility)
- Improve access to technology and training. (Meet the “techy”)
- Offer release time for research
- Staff needs technology training, time
- We need to do a better job publicizing our programs (higher visibility).
- Continue to increase school spirit.
- We need better marketing – toot our own horn.
- We want to make CPP a destination for students and external groups
- Engage industry

- Get faculty to high schools – advise lower level students
- Industry to fund education
- Engage/interest students at an earlier age
- Tailored message to various student constituents
- Learning centeredness
- Service learning
- Internships
- Research with faculty
- Full-time faculty
- Raising awareness of club activities
- Need follow through and continuity, too many programs are person dependent with no institutionalization

3. What changes need to occur to achieve these differences?

- Create new collaborations; Focus on improving current collaborations & connections
- Increase full-time staff in college and departmental offices
- Increase paid research assistants/interns
- Start a funding clearinghouse at each college that coordinates efforts with the University.
- Start inter-college discussion forum for grants and research
- Release time for faculty research
- Reduce teaching loads
- Increase donations for faculty travel
- Increase release time for faculty research
- Simplify rules for private/public partnerships
- We need to have strong leadership that provides a consistent message.
- We need to be involved with our community.
- We need to provide better support for our commuters and add more conveniences on campus (Bank, ATM, dry cleaner, coffee shop).
- Overcome communication challenges
- We need a centralized calendar that includes all campus events. Activities should be better coordinated
- Hiring student assistants
- Comprehensive outreach to all stakeholders
- “Bring Family Members to School Day”
- Get someone like Huell Howser do a program on Cal Poly – or the local cable channel
- Have students/faculty donate Cal Poly t-shirts or sweatshirts to kids in the community
- PLS Graduate Program has an advisory committee that responds to community trends
- Provide training

4. How could technology help to achieve these differences?

- Improve websites
- Online training for capturing, writing grants.
- Interdisciplinary role for teachers and across schools, esp. for research & collaboration
- Online blogs about travel and research opportunities and experiences.
- Provide technology bridges to industry to capture funding, support for teaching etc.
- More smart classrooms
- We could all forward articles from campus publications to individuals off campus.
- Licensing cell phone sites with Nextel and Sprint would help with communications.
- The visitor information booth needs to be relocated to a more appropriate place.
- We could add a kiosk with interactive information.
- The marquee could list events of the day
- Make faculty contacts available to consult on science fair projects
- Lack of resources to go off campus to research needs, explore communities
- Communication – finding ways for groups and units on campus to communicate with each other and exchange
- Lack of sense of community at information university
- Miss ASI performance arts series that brought in people to campus
- First year experiences might help to build a sense of community
- Creating a sense of community for students
- Faculties also need a community sense

IV. ENSURING SUCCESS IN STUDENT LEARNING

1. What are the CSU system and Cal Poly Pomona doing well?

- Learn by doing
- Very low tuition cost
- Many extra-mural opportunities
- Highly flexible access
- Strong recruitment effort
- Excellent industry interface
 - Career placement
 - Curriculum relevancy
- Despite recent increases, a CSU education remains affordable and accessible.
- The CSU System has done a lot in terms of improving technology, such as the development of CSU Mentor and mandating the use of the degree audit
- CPP provides many programs and services for students to receive assistance – advising centers, peer mentor programs, First Year programs, counseling services.
- Offering internships enables our students to gain real experience and mentoring on a one to one basis.
- The university's initiative to be a learning-centered institution and defining its success in terms of measurable learning outcomes are positive steps
- CPP has developed the BroncoCompass to enhance advisement.
- With the development of the degree audit (or academic advisement) report, students are able to figure out how they are progressing in the completion of their degree requirements. For advisors, this report will enable them to provide more career advisement or mentoring rather than going through course requirements
- Services sponsored by Student Advisor Board
- Internship programs , POS courses taught, field work experiences for students
- PDS for student development
- Sharing of Dean – strong campus leader with proven track record
- Scholarships provided to students
- Senior projects

2. What should the CSU system and Cal Poly Pomona be doing differently?

- Improve advising
- Better faculty/staff : student ratio
- Better alignment of faculty/staff skills
- BRONCODIRECT
- Improve process for expansion of facilities for high demand programs thus expanding enrollments,
- Increase donations for scholarships to attract best students
- A need for better prepared students.
- Promote excellence.
- Better recognition of Dean's list students is needed

- CPP needs to streamline systems and remove barriers that impede student success. For example, the Four Year Pledge is a wonderful program, but has a small number of students because there are many restrictions in place to discourage students.
- Many felt that advising is not consistent among the colleges. There should be training on various advising tools and a standard checklist for advisors that will enable them to provide better service to students with regards to registration holds, curriculum sheets, etc.
- Better communications to students regarding their advisor should be developed, perhaps to send an email to all freshmen with their advisor's name.
- Another issue that was identified is the need for a First Year Experience class that deals with basics of university life - how to navigate around campus, what kinds of services are available to students, how to register for classes. The class also needs to teach study skills like note taking and effective study habits. Every college needs to agree on one program to create consistency.
- A suggestion was also made for a Senior Year Experience program to help students transition to the workforce and to prepare for life beyond college. Many participants felt that there needs to be more opportunities for social interaction between students to promote connectedness to the university
- Stronger information filtered to students about career options in field of study, including PHD
- More coordination between college and library/career center
- More classes (prioritize adding to core – by major)
- More faculty
- More sections
- Students should receive mandatory faculty advising, at least quarterly
- Provide administrative advising through staff or student mentors
- Better mentoring programs for students
- Provide training for mentors
- Registrar
- Address standards
- Cohort model
- Track student registration
- GRE required for graduate programs
- Increase GPA for admission to credential program

3. What changes need to occur to achieve these differences?

- Registrar needs to take ownership of articulation process
- Student ownership of personal advising situation
- Better orientation
- Simpler documentation/procedures
- Sign a 'contract' with advisor/dept.
- Hire more faculty and staff
- Invest in training and information infrastructure
- Online audit system students post to Blackboard
- Balance faculty/staff workloads

- More scholarship funds
- The changes that were identified include putting more resource materials online, solving problems with BroncoDirect, and creating more efficient ways of obtaining information.
- Communication needs to be improved to inform the campus community of services, events, and programs offered

4. How could technology help to achieve these differences?

- Technology can assist in improving business processes. Communication via email may be quick, but loses efficiency because we get too many
- Advising prior to registration
- Paperless process/digital archives
- CSU programs on math/English
- Web
- Joint degree audit programs
- Digital transcripts (secure)
- Networking/mentoring
- Communication
- Scheduling
- Applying real world technology at CPP
- Streamline lectures from experts
- Outside advisors from industry
- Quick feedback – technology to give instant test results
- Train and hire staff with expertise
- Technology makes research easier

V. FACULTY/STAFF EXCELLENCE TO PROMOTE STUDENT SUCCESS

1. What are the CSU system and Cal Poly Pomona doing well?

- Encouraging students to apply for scholarships through Scholarship Fairs
- Facilitating student recognition through award-winning course projects
- The CSU System provides a good benefits and retirement package that positively affects recruitment and retention of high quality and diverse administrators, faculty, and staff.
- It offers job security and supports those who want to further their education with fee waivers
- Many participants felt that CPP does a wonderful job of recognizing and promoting faculty and staff achievements by highlighting them in publications like PolyCentric and *Panorama*.
- In addition, faculty and staff felt positively that their respective departments and/or divisions had recognition programs in place that celebrate their outstanding performance and contributions to the success of organization as a whole
- Outstanding Advisor campus wide
- Outstanding Staff recognition (2)
- Staff training available and encouraged
- Reduced fees/tuition (for self and children)
- Center for Faculty Development
- Wang Award (system) (2)
- Presidential appreciation for efforts of staff
- Pizza with the Presidents
- Faculty/Staff service awards – years of service
- Faculty/Staff recognition night @ athletics
- Value time – take care of people i.e. Rideshare, online payment of parking fees
- Appreciation for work done
- Depends on department
- Want to do better job – give service
- Advising/Service Learning – one on one attention from faculty
- Polycentric and Panorama – value activities of faculty and staff
- ODT
- Faculty Center
- I&IT Supports
- Advance Grant
- Laptop initiative
- Blackboard
- Smart classrooms

2. What should the CSU system and Cal Poly Pomona be doing differently?

- a) Suggestions – students
 - Email blasts – reminding students of deadlines and opportunities
 - University support or free admission to juried events, meetings, conferences so students can participate

- Establish a fund dedicated to student professional development
- We need to attract qualified new faculty, but at the same time provide adequate resources for our existing faculty
- We need to recognize the important role that staff plays in the lives of our students and the university
- We need to focus on our students more in terms of organizing events for them that builds a sense of community
- There is agreement among the faculty and staff that salaries are not commensurate with the high cost of living in Southern California.
- The recruitment process also needs to be streamline and shortened to avoid losing potential employees to other campuses who are acting more quickly to make job offers.
- There needs to be consistency within divisions and sometimes departments on funds for professional development, recruitment, and staffing.
- CPP needs to instill a greater sense of community and encourage more collaboration between divisions. This is the way for all segments of the university to come together.
- Finally, the university needs to engage in strategic planning and select key initiative to focus on that directly relate to the mission and vision of the university. This will challenge the university to focus on initiatives with staying power
- First of all, the CSU needs to set salaries that are commensurate with the job market in Southern California. Also, the CSU needs to increase its funding through increased lobbying efforts in Sacramento
- At CPP, filling vacant and interim positions should be a priority. This issue would be easier to solve by offering competitive salary and benefit packages.
- The university needs to communicate the outcomes of initiatives and institutionalize recommendations and programs that result from them before mandating other initiatives. Faculty and staff need to see that the results of their work are valued and meaningful
- Continue technological improvement in the classroom.
- Settle labor disputes without striking or allowing a strike.
- Stress interdisciplinary research.
- Better communication within department.
- Regular staff meeting to discuss.
- Support intra-department coordination of activities.
- Dialogue with students, like Pizza with President, within Divisions.
- Teaching load is too heavy to maintain high teaching standards, administrative/service tasks, and research excellence.
- Quit replacing tenure track faculty with lecturers.
- Give tangible rewards for successful scholarship/research.
- Faculty are so impacted with other duties.
- Faculty - learning new things, collaborate with new departments and Divisions.
- Faculty – instill a mind open to learning at all times (events, Service Learning., work, etc.)
- CSU needs to value faculty/staff and demonstrate it.

- Some administrators do value staff (Dr. Way was mentioned as someone who does value staff) and that makes people less prone to find a new job.
- Better advising – better mentoring
- Distance education
- Implement “first year” experience
- Redundancy for technology infrastructure
- Senior experience (one stop to graduation)
- Faculty/staff recognition
- Faculty/staff training
- Staff/Department culture
- Faculty/Faculty & Faculty/Staff Communication
- Staff communication
- Excessive workload and inadequate resources (eg. travel \$\$) make research/scholarships extremely difficult
- Offer release time as matching support in faculty research proposals
- Offer release to reward successful research/scholarships with the expectation of more
- Increase travel and other support
- College symposium
- More orientation on navigating the system (eg. like the IRB modules for graduates and individuals)

b) Work load reduction

- Unless faculty have sufficient time for professional activities they will not have developed professional networks to suggest and facilitate student projects on and off campus
- Internships, awards, scholarships, service learning and student awareness of industry/profession
- More workload balance so that we can focus on all three aspects of the job teaching, research and service and do each of them well

3. What changes need to occur to achieve these differences?

a) Faculty

- Reduce Course Load for faculty
- Faculty/staff salary adjustment
- Less emphasis on WTU’s and more use of assigned time
- Adjust student/faculty ratio
i.e. Studio/lab/activity time same as lecture weight – 1 hr lecture = 1.0 WTU
- Research/creative professional activities must be counted directly into 36 WTU annual
- Highlight student and faculty professional projects that receive recognition from outside CPP.
- Cross training between staff/departments
- Establish procedures, structure guidelines for each position and department
- Career Center and departments need to talk
- High SFR’s, high PT/TT ratio

- Minimum threshold: mastery of current disciplinary development, trends and relevant literature
- Interest groups – like STS
- Resources – student assistants
- 4 WTU release for each peer reviewed article or 8 WTU for peer-reviewed book
- Make sure program is noted through union and district newsletters
- Make infrastructure compatible to graduate and post-bacs
- More activities
- More classrooms for TED to model classroom bulletin boards
- Resources: textbooks
- Evaluating programs and dedicating resources toward programs with enrollment and closing programs with low enrollment
- Supporting staff development
- Valuing both faculty and staff role in student success as a collaboration – as equal partners
- Smaller classes – no more than 25-30
- Seminar class

b) Staff

- Staff enrichment/release time
- Initiation of a change in range progression so that it is self initiated
- Provide incentive pay for staff for job training or professional enrichment
- Querying the university at large as to where staff is needed.

c) Faculty – student success

- Market equity requirement of a bona fide offer wastes faculty time because other faculty will use our faculty search process to get his/her own equity increase (staff too).
- Staff should not have to switch departments to get a raise (admissions to ASC etc)
- Collapse part-time faculty positions into permanent full-time positions (not WTU or FTE based).
- Retain Quality administration to ensure consistency.
- Publicize Ombuds office.
- Hire more faculty.
- More interaction with faculty and students.
- Getting students involved in research as assistants.
- Hire more students as student assistants – keep them on campus.
- Require campus tours for all new employees.
- Standardize orientation for new employees; written material, Web site with check list

4. How could technology help to achieve these differences?

- The campus should be wireless
- Allocate I & IT funds to increase support student and internet computer access
- Technology – student success
- Giving students more financial support for software (e.g. Adobe system software should be available to all students).

- Fund specific programs used in classrooms not increased funds to PeopleSoft.
- The use of technology to provide online courses and distance learning is not the answer to the need for more faculty and staff. Technology is an aid, not the solution.
- We should remain focused on developing our students' interpersonal relationships and teaching them to be good responsible citizens.
- The university needs to be wary of too much delivery through technology because it future promotes the isolation of students in the digital age.
- Technology may be utilized to help achieve some of the differences by having better use of time and streamlining tasks. In order to achieve this, the campus community should be more aware of available technological resources and training
- Continue to develop hybrid and on-line courses (2)
- Improved email services for off-campus sites.
- Regular and routine updates of web site. (Personal and University responsibility)
- Regular and routine monitoring and updating of VMX.
- Tiered classrooms – better A-V.
- More smart classrooms.
- Equipment.
- Online, concise training/tutorials.
- More University licenses
- Need realistic expectations about what can be implemented and carried through
- Unfair distribution of work
- Technology is not the answer to all problems
- Overloading faculty with too many initiatives
- Continuity with initiatives
- Post all available programs on Cal Poly web site for both CLASS and CEIS
- Have monthly update for CLASS and CEIS – like Poly Post
- Newsletter which could be distributed via email, to prospective students (past and present), staff, faculty
- Have follow through with these programs
- Need easier access to student data
- Improve Bronco Direct/People Soft for advising
- Library information databases (eg. foreign language – such as Chinese), newspapers, declassified documents, Civil War
- Bronco Direct – create virtual offices across campus
- E-mentors
- Update web sites

VI. NOW AND FUTURE: CAMPUS/SYSTEM IDENTITY

1. What are the CSU system and Cal Poly Pomona doing well?

- Affordable option, providing access
- Maintaining identity as teaching institution
- Reputation as “polytechnic” body (raises question of definition of “polytechnic” in terms of interdisciplinary activities)
- The CSU system provides a high quality education that is affordable and accessible.
- The diversity of our campus community provides a rich environment and will continue to grow because we embrace and promote it
- Teaching & prod. Good and respectable students
- Excellent partnerships with international institutions
- Well recognized programs, some are nationally ranked
- Hiring outstanding faculty
- Sharing technology/resources
- International education proponent
- Caliber of faculty and staff very high
- Distance education – cohorts in a variety of areas
- Tailoring forms, paperwork to distance students
- Improved communication within school districts, downtown center, greater community

2. What should the CSU system and Cal Poly Pomona be doing differently?

- a) Departments
 - more independence in developing content relating to agenda
- b) Staff time
 - Enhance Staff training
 - Provide Staff Release time
- c) Teacher/Scholar:
 - Balance between teaching (→RTP) and research
 - Teaching “2nd class”
 - No support for research
 - No time/no resources/no place
 - Research (in combo w/ technology – at least) fundamental to teaching
 - Increase publicity of faculty achievements,
 - Provide resources for faculty to succeed in publishing and presenting in peer-reviewed settings,
 - Increase resources for success in funded research
- d) Administrative Hurdles –Suggested Solution:
 - Coordination of “pool” above college level
 - Constant assessment of efficiency in resource use → charting resources
 - Challenge of measuring efficiency
 - Grant based
 - Publication based

- Outcome based
- Research/Teaching:
 - Problem of time
- Teaching model of CSU-system
 - Flexible model prop.
 - Percentage model (distribution of assignments in hiring process)
 - Current: Allocation of Resources based on student number
 - Differential tuition
- e) Support research:
 - Support Graduate Studies --currently neglected
 - Sales!! = attracting niche contracts & research; promote and support unique programs
 - Lecture series with highly recognized experts
 - Work harder to keep talented new hires

3. What changes need to occur to achieve these differences?

- We need to focus on establishing our brand and increasing brand name recognition. We have a good product but not enough people know about it
- Necessary to Fix: Graduate Students are significant market value
- CPP needs to promote school spirit and promote attachment to the university.
- Additional programs that create campus life and feeling of belonging – concerts, events, extension of campus that is open later where people can have coffee, eat, socialize, study and bring the small town feeling to campus and instill feeling of safety because lots of people are around.
- We have to do even more to promote our strengths to gain better name recognition.
- Internal communication should be improved to inform the campus community of the variety of ways to get involved
- CPP needs to engage in brand marketing, not just by displaying the Cal Poly logo on its brochures and other publications.
- The university needs to reach out to all its constituents to instill a sense of belonging, connected, and inclusiveness that will promote the campus in a much stronger way. This includes promoting and advertising our resources and services to the surrounding community partners and supporters

4. How could technology help to achieve these differences?

- Create state of art technology
- Environment to attract students to campus
- Technology can be utilized to promote the campus by producing interactive virtual campus tours that include the richness of our history and accomplishments.
- Technology should be used to enhance business functions by providing 24 hour online access to services.
- Distance learning options such as online classes and video streaming classes should be offered.

- The feasibility of a technology could be studied to support more advanced technology on campus
- Require all students across university to take intro tech course
- Web site to help understand classes needed to get credential
- Smartboards – like classroom @ school district
- Advising document 2.2 usage available to faculty and students
- Creating paperless environment – increase electronic files for student files, forms, processes
- Bronco Direct programmed for student use, geared user-friendly so students don't have to work so hard to register or get information about holds, paying tuition, finding classes
- Supplement – not replacement