

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

Ron Fremont (Steering Committee moderator): I am certainly pleased that you could be with us. Today is another day by which the Steering Committee of the Prioritization Recovery Committee is accepting feedback. We actually have two different venues going on in the Bronco Student Center. If you are in this room today you are either talking about Recommendations Six through Ten, or any of the other recommendations other than One through Five. I realize that sounds confusing, but there are obviously specific recommendations relating to every single academic program and we wanted to make, you know, whether you want to talk about that in here or in the other room, we will take that feedback; but we also wanted to make sure that we had a primary focus on initiatives – or the Recommendations Six through Ten. My name is Ron Fremont. I am the Associate Vice President for University Relations and I serve on the Steering Committee and some of my Steering Committee colleagues are here today and let me introduce them. On my immediate right is Sandy Davis, the Executive Assistant to the President; Becky Pepping from Procurement, who is our Staff Representative to the Steering Committee; and Dr. Debra Brum, the Vice President for I&IT. Have any of you been to any of the forums before. Okay. Some of you have, some of you have not. This is ultimately a listening tool for the Steering Committee. It is an opportunity for us to hear as much feedback as we can to help us inform our decisions about what recommendations will eventually go forward. One of the mantras we are repeating over and over again is that no decision has been made. Do not let anybody tell you that it is a done deal because it is not. Everything is wide open and that is part of what this process is. It is a consultation process with the university community. The Steering Committee is then charged with vetting all of the recommendations creating a consultation process with not only the internal but external community, taking all of that feedback in an oral form like you are going to give us today, and in a written form which students can go online and fill out a form. Departments are coming together on campus and submitting recommendations. Alumni, advisory panels, a number – any external groups, any stakeholder for the university has an opportunity to speak on these things. One of the things that I always want to preface this process with is that the Steering Committee does – well, is charged with vetting these recommendations. They did not write the recommendations. They were not involved in the process for coming to those conclusions. Every now and then we get questions about why is it written that way? That is not a question we can answer. Our charge is ultimately to listen to your feedback and your perspective on how it is currently written and let us know your thoughts. The way this works is this: we are going to give everybody an opportunity to speak. We have set it up so that we are kind of going two minutes per speaker and after that two minutes the Steering Committee may choose to ask you a question just to help bring clarity to your position and help us understand where you are. If we do not have a question we will say thank you and then you can sit down. We want to make sure that everybody in the room has an opportunity to speak and that is why we have limited it to two minutes. After everybody has had an opportunity to speak, if you want to go back for seconds, that is okay. We also recognize that some of you may want to speak partly in here and partly down – in the Orion Suite on Recommendations One through Five so you are splitting your time. We appreciate that as well. The commercial I want to make sure that I get across is to make sure that you visit the Prioritization website frequently. Read the

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

documents. Read the materials. There is a lot of information there. If you just take a look at the ballot, if you just take a look at the single line you are not going to gain all the information you need as to how those subcommittees arrived at their recommendations, so please make – be informed and read the details surrounding that. I am going to look at my Steering Committee colleagues and see if I have forgotten anything. Oh, I am sorry. Ann Morgan from the Library, another Steering Committee member, has joined us as well. Are we ready to begin? Oh, good point, Sandy. We are recording this conversation and we are actually having these conversations turned into a transcript. This transcript will be very public. Everybody has the opportunity to speak. So as you come to the microphone, please introduce yourself and say where you are from and then make your statement. Okay? We are trying to get another microphone in here that we can share up here so we are not running back and forth and we are yelling so that it gets picked up on the microphone later. So thank you again for joining us, and we are willing to take questions. Or I should say, responses.

Perky Vetter (KHP): Thank you. Can – is this supposed to be so that you can hear me or do I talk.

Steering Committee: No, we can hear you.

Perky Vetter (KHP): You can hear me okay? Dr. Perky Vetter from the Kinesiology and Health Promotion Department speaking to Recommendation Number Ten as well as Recommendation Number 75 that recommended to divide the Department of Kinesiology and Health Promotion into three venues, one of which we – I agree with is the elimination of the Health Promotion major. That was something we tried about ten years ago thinking that would be the unique niche of Cal Poly, Pomona, and it has not worked for a number of reasons, so that particular part of the recommendation I personally support. I do not support taking Exercise Science and Pedagogy and moving them separately. This is an academic discipline and as I think about this I want us to think about what Cal Poly really is. Cal Poly is not a bunch of programs that we have just thrown together, but we are an academic based institution. Our discipline of kinesiology is misunderstood and I understand because if I say physical education, then all of you have this realm of what it is; but our academic discipline of kinesiology is science-based, art-based, and humanities-based and cannot be separated to stay as a discipline. It would be a shame to think that we could. Very similar to people that sometimes do not understand math. We cannot separate geometry and algebra and calculus and put them into different departments because they all have a solid base of the discipline of mathematical principles similar to what we have in the kinesiology area, so staying together as an intact department with Exercise Science and Pedagogy being strong in both, being strong in teaching, being strong in science base benefits all. Do curriculums have to change? Probably and that is something that we certainly can look at. Moving to the College of Science is not a bad idea. I think we are science based and I would support that, but we need to move as an intact department. Service learning, activities, general ed, all stay within our department. I do not know if my time is up, but I also want to talk about the fact that we do have one of the only motor development clinics west of

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

the Mississippi. It is discipline based in our standards for not only physical education but for the Commission on Teacher Credentialing. It is science based. Thank you.

Steering Committee: Hold on, Perky. This is a followup. I want to make sure that – I understand we also have personal feedback, but last week the thing on this personal issue and the consensus I got from that was that if all of the units were moved to the college of science as a whole they seemed to be as a positive sign. But if – the concern is breaking the pedagogy element out of it and sending that to education and the other two programs going to science. Is that your position, too?

Perky Vetter (KHP): Yes. We need to stay as an intact department because it is an intact discipline. It would be – if we pull the discipline apart it would not be a discipline. And there is not a discipline of exercise science and there is not a discipline of pedagogy. It is the discipline of kinesiology that branch off that as a core. Thank you.

Steering Committee: Can I ask you, does the pedagogy part, is that analogous to in biology you have teaching biology?

Perky Vetter (KHP): Yes. And that is what I would look forward to in the College of Science to hook up with the other educators in the Science Department, the chemistry, the biology, the math, and we already are together in the School of Credentialing, so to be together as undergrads would be terrific.

Steering Committee: I see. Thank you.

Steering Committee: Okay. Thank you.

Perky Vetter (KHP): Thank you.

Tony Avina (CEIS): I am Tony Avina and I am with the College of Education. I am the Coordinator of the Administrative Leadership Program. Our program is in the college and it grew from the fact that it was an independent college, but we had deans who understood K-12 education. The proposal to move the college into a school under an undergraduate dean makes no sense at all. An undergraduate dean is responsible for a broad number of departments that are specifically designed for undergraduate students. When the dean does not understand the graduate programs or why they operate the way they do, it creates a problem with the graduate program. Teacher education is a graduate program. The credentials are required after you earn your Bachelor's. It is not required before you earn your Bachelor's. The legislature made very sure that it was understood that teachers were to gain a core knowledge before earning their credential. My program is an example. Everyone in my program—and I have 150 students who are enrolled for four quarters who generate over \$840,000 in fees for the university just from their \$1400 a quarter. We generate that revenue and they are all professionals. They are all classroom teachers or they are resource teachers. They come to class at 4 o'clock in the evening and they are in class until 10. All the classes are held off campus. The

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

university does not pay for the facility, the electricity, for the parking—you do not pay anything. The schools are more than eager to host us. The program is approximately 150 plus students each quarter. We have had that record for the last four and a half years. The program started because Dean Avarro [SP] 11:05 saw a need and responded to the superintendents in this region. I am sorry to say that unless someone has the background of working with graduate programs it does not make sense. It makes as much sense as putting the undergraduate programs under the College of Education. That would not be smart. So I am here to recommend that you do not downgrade the college. You are going to send a terrible message to K-12 that you do not downgrade the college because it is going to make it more difficult for our representation at the table in the President's meetings, at the Deans Councils—we will not have a voice. And the voice that will be representing us will be more just by the nature of the position focused on undergraduate rather than graduate education. Finally, if we are going to fill a position of quality [overlapping voice].

Steering Committee: That is your two minutes. I am sorry but it is only that – so that we wanted to ask you questions. Just to help me better understand what you are saying in terms of having a graduate dean or a dean that – the dean in the College of Letters, Arts, and Social Sciences administrates graduate programs.

Tony Avina (CEIS): The current dean is (*inaudible*).

Steering Committee: No, I am saying the current dean in the College of Letters, Arts, and Social Sciences does administrate graduate programs, the graduate programs in that college.

Tony Avina (CEIS): That is correct, but they are very small. If you look at the bulk of the students who earn their Masters degrees, they are coming through the College of Education, not the undergraduate programs. Okay? I just want to make one final point. Downgrade it to a school, recruiting a leader for that school will be very different from recruiting a dean of an independent college. You will get two different types of individuals and I challenge you to consider the needs in this valley for education at a high level rather than downgrading it.

Steering Committee: Thank you. Okay, we have actually got a couple more Steering Committee members join us. Jared Stallones from CEIS and Scott Warrington, the Vice President for University Advancement.

Babette Mayor (Art): Hi. My name is Babette Mayor [SP] 13:29 and I am chair of the Art Department and I am here to address issue number Seven and I would actually like to read a text that has been actually created by the faculty of the Graphic Design Department and number seven, by the way, recommends that Graphic Design move to the College of Business Administration. So the Graphic Design faculty and I have analyzed the proposal and determined that our students and the university would be best served by the Graphic Design remaining as a stand alone department in College of

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

Environmental Design. We have reached this conclusion based on consideration of the core skills that are required in graphic design profession and the highly regarded status that Graphic Design program has attained from its association with the College of Environmental Design and the programs necessary emphasis on creative development. While an understanding of goals and objectives of business is essential for graphic designers, success in the field depends upon outstanding studio skills and a creative approach to problem solving and visual communications. We provide Cal Poly's graphic design students with instructions in the principles of visual hierarchy, organization, and composition, and symbolic representation, and typography and image making, and aesthetics and the construction of meaningful messages. With this solid foundation and both technical skills and the understanding of aesthetics, Cal Poly's graphic design students are well prepared to pursue their careers in art and design after graduation. The position of graphic design within the College of Environmental Design, by the way, has given us a competitive edge as we are the only Graphic Design Department in the entire CSU system that is part of such a unique design configuration. In fact our program has embraced the College's mission and philosophy and has grown exponentially because of that and in fact, since we joined the college in 1993 we have quadrupled in size. To me that is a sign of success and not something – yes. Oh, I am sorry.

Steering Committee: Any questions? Has everybody had an opportunity that wants to speak?

Student: Hello. My name is Paul. I am a graphic design major. This is my fifth year, my final year. I have been in the department for four years. I switched majors part way through. I have worked in both graphic design and as – actually as a marketing professional of sorts, as a member of ASI and I would like to say that graphic design marketing business graphic design they are not the same really. There is no relation between the two. My position as a marketing director has given me no – almost no status as a graphic designer. I have been completely directing a business side of things and directing people. Graphic design on the other side is a creative aspect. It is using the tools of typography, of imagery, and of just the basic concepts of communications to communicate messages to people. Marketers use graphic designers to communicate messages. But graphic designers are not marketers, they are not business people. Yeah.

Steering Committee: Thank you.

Tom Spalding (KHP): My name is Tom Spalding. I am the interim chair of the Department of Kinesiology and Health Promotion and I would like to address Recommendation Ten a little bit indirectly by way of Recommendation 76. I know this is not about Recommendation 76, which is regards to our graduate program, but I do not think that Recommendation 76 can be considered independently of Recommendation 10 because the graduate program is really key to the health of the discipline in the Kinesiology Department on campus. The Recommendation 76 is to discontinue the Kinesiology graduate program and we think that that is really ill advised because it is going to have a number of very negative consequences, one of which will be an

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

opportunity cost in terms of seeking external funding and indirect cost recovery. And I just want you all to be aware that we have a pretty strong history of bringing in external funding. The department just recently completed a two year NIH funded study that was funded at a \$1.4 million level and generated over \$450,000 in indirect costs and supported several graduate students, and in fact studies like this would not be possible without a graduate program and access to graduate students because we simply cannot implement the studies, we cannot implement the protocols, we cannot handle the data collection as individual faculty members. We have to have graduate student assistants in conducting these large externally funded projects. We currently have – our faculty have two proposals in review which are seeking funding in excess of \$400,000 with 42 percent indirect cost recovery, so if our graduate program is lost, we will – the university will lose the opportunity to recover significant amounts of money. And – okay. Thank you.

Steering Committee: Thank you.

Steering Committee: Can I ask Tom please (*inaudible*) the reason to do everything and (*inaudible*) one through ten but we are very interested in here and wanted, you know, to speak to the others, but I have not read the others. Do you think that the reason that the graduated program is targeted for closure is its size?

Tom Spalding (KHP): Yes. And that was one of the comments in the Phase II report. It was noted that our enrollment is low; and I am glad you asked that question because I would like to address that. We had lost a number of faculty due to personal reasons a few years ago, and that put a significant burden and hardship on our graduate program, and in fact Dr. Way, the Dean of the College of Letters, Arts, and Social Sciences, put a freeze on our admissions because she felt that we did not have the staffing to handle additional graduate students, so our program I think appeared to be smaller than it actually is and clearly smaller than its potential in light of the unfortunate timing of the departure of these faculty, which was, again, due to no fault or reason related to the university.

Steering Committee: Well, what is the current student-faculty ratio in the graduate program?

Tom Spalding (KHP): That is a good question. I am not exactly sure. I am estimating it to be about 22:8, whatever that works out to be.

Steering Committee: Twenty-two graduate students for eight faculty?

Tom Spalding (KHP): Yeah. And actually right now the majority of our graduate students are in the exercise science option, which is a very population option, and we were really down to a strength of about one or two. Now we are back up to about four or five faculty. The sports nutrition option is perhaps the – is perhaps our most popular option and what is noteworthy about this is that it is being conducted in cooperation with the Department of Human Nutrition and Food Science and this makes our program especially competitive relative to other programs in the area because the nutrition

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

component is actually taught by faculty who have their formal training and their research agenda in nutrition. This is not the case in many other programs where it is kinesiology faculty teaching the nutrition component, and we sell our program on that basis.

Steering Committee: I see.

John Rotunni (Engineering): John Rotunni, College of Engineering Dean's Office, and I would like to point out in defense of the Engineering Technology Department that the curricula there requires less stringent mathematics which is why most of those disciplines got put together like that and they also have a different accreditation.

Unidentified: Toni Gustin [SP] 24:25 I again apologize for not having read everything, but would you be specific about the recommendation that (*inaudible*).

Steering Committee: Merged.

Steering Committee: Others would like to speak? I want to make sure that everybody has a chance before we start round two.

Student: Hi, I am a graphic design student and I just want to raise my voice with others. We came here – well, I came here from (*inaudible*) and then transferred here to get a degree in graphic design and now that I am hearing this that we are changing it to business I am not so happy about that because I came here to get a graphic design degree, not a business degree, and as Paul said it is different from business to graphic design and all I want is to graduate here with my graphic design degree, not a business degree. I just want to raise my voice to that.

Wanda Rainbolt (KHP): I am Wanda Rainbolt and I am in Kinesiology and Health Promotion. I would just like to add to what Dr. Spalding had to say before because with my white hair I do have some institution memory. One of the things is that we had a number of faculty that retired right around 2002 and so as a result that is why in the graduate program there was a decrease as far as faculty were concerned, and so then the faculty that we currently had needed to focus on the undergraduate program. So that is one of the rationales as to why there was a freeze, if you will, on the student enrollment. That is why we did not have the faculty; and as he alluded to, there were faculty that left the university for various reasons. We were not allowed to hire, you know, until the next hiring cycle, say over 12 months later, and then – so that deals with the exercise science side. Now in the pedagogy side what happened is that we were short on faculty there because of retirements and again the students we needed to put a hold on until we got the undergraduate curriculum taken care of and then we were just getting ready to come forth with the graduate and then we had another faculty member in the pedagogy area that left in addition to retirements in that area. So that is a little bit of the institution as to what has happened with that graduate program. And we would just like to emphasize that, you know, this – the Department of Kinesiology – at the time I believe it was the Department of Health, Physical Education, Recreation, Dance, and who knows what else, but in 1971

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

is when that program and it is the longest, it is the oldest, if you will, graduate program that is on this campus today. And I think that what the faculty is trying to emphasize in our recommendation is that we be given the opportunity to continue to grow this program because we know the potential is there. Thank you.

Steering Committee: Go ahead.

Steering Committee: What was the graduate student population in its heyday? Was, whenever that was, in 2003...

Wanda Rainbolt: Oh. It was up to 70.

Steering Committee: Seventy?

Wanda Rainbolt: Right. A minimum of 50, I would say. I know it was up to 70 like that and I have the documentation on it because I served as the graduate coordinator and I have kept those records.

Steering Committee: Was that the right size—was that where it should have been, should be, and is that where you would expect to grow it back to?

Wanda Rainbolt: I think that is possible based upon – but remember that at that time we had about probably 15 faculty members and we are down to eight at the present time. So I think there needs to be consideration to the number of students you have in the graduation program based upon the faculty and the undergraduate proportion, et cetera. Ron?

Steering Committee: Wanda, what – in your professional opinion what do you think would be the ideal ratio for the graduate program for KHP?

Wanda Rainbolt: Oh, the ideal ratio? Oh, gosh. Of faculty to students?

Steering Committee: For the graduate students.

Wanda Rainbolt: You put me on the spot, Ron. Maybe eight students to one faculty, if we are kind of looking per year along that line, because of the time involved in doing the thesis and time involved in doing the project like that, if you are really going to get the faculty's input into the work of the thesis, the meetings that need to be conducted and the supervision and et cetera, like that.

Steering Committee: Okay. Well, thank you.

Student: Hi. My name is Melissa. I am an adjunct professor here this quarter in the Graphic Design Department and our class has come today to support Babette in her – our response that we should not move to the College of Business, we should stay with

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

Environmental Design. I personally believe that that will not serve the students. It is not in the best interests of the students to move to Business. It sends a mixed message what are we expecting from them when they get out there. Are we expecting them to be creative professionals and be communicating with people out there, or are we expecting them to be business people? And I believe that they are gifted in the area of visual communication and that we should support that.

Steering Committee: Thank you.

Unidentified Speaker: My name is (*inaudible*). I am a member of the Graphic Design Department. Like Mary Lou said, one of the reasons that I came here was the fact that Cal Poly is different and unique from any other college in the sense of how we structure our Graphic Design Department in the Environmental Design and like Babette has said, the increase in students for this school is dramatic and shows evidence that there is a response to the uniqueness to this specific college and the attraction to graphic design plays a major part in the population of the campus, I think. And if we were to go through with this I think, and I am sure everyone here agrees with me, that it is a very, very bad decision and it would – it might deter students from coming here as opposed to any other college that offers a graphic design program. And I feel that if we have this unique core within our – within the college that we should embrace it and promote it and try to encourage students to come here for that reason. And I think that if we remain the way that we are right now it will keep the concentration of graphic design within the department and it will increase the creative side to it and keep it as working as efficiently as it is right now. And I just want to voice my opinion. And I know you guys do not make the rules, you are just here to, you know, judge what we have to say and I just beg you guys to take into consideration the fact that we really enjoy being here for this uniqueness and we will embrace it through our graduation and that is one of the main reasons why we are here and continue to be here. Thank you.

Student: Hello. My name is Jonathan. I am also part of the Graphic Design Art Department, College of Environment Design. First I would like to say that I oppose the recommendation to move Graphic Design from ENV to Business. Not only that, I also oppose the recommendations that split up the Art Department. As graphic designers we are artist. We are not business people. Business people come to us and – to help them figure out ways to, you know, communicate to people. We are communicators. We are creative communicators. We use technology in communicating. We use manual skills just like all of the other departments in the College of Environmental Design. And I guess an important thing right now the way we are in the College of Environmental Design is that right now having the art department together in ENV under their mission as one unit we are seen as an art school that is separate. It is different from other art schools. By moving graphic design to the College of Business and separating it from its other like fine art and art history, we are – we no longer have the – and that would be taking away our competitive advantage. We are creative people. We need to be surrounded by creative people, and I just – I mean – we have a strong standing here. In the other room I just came from because I got lost—I thought we were supposed to be

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

over there—there are people fighting for ENV to stay together as well in the other room. And I hope you guys take that into consideration. Not only like, you know, my peer over here said we increase the enrollment, which is more money for the campus, you know, there is nothing that we could share with business. Okay. There is nothing we could share with business. _____ (36:16).

Steering Committee: Thank you.

Student: [Cough/clears throat] Sorry. My name is Kai [SP] 36:25. I am also a graphics design major and I just wanted to say that I do not think the art department should be broken apart because we have such strong connections to the art history and fine arts like without any of those we are just (*not clear*) but who knows design but without any aesthetic problems with design and like you know I understand that you know we get a strong connection – we have a strong connection with the business people but they come to us. We help them to solve the problem. It is not you know it take us you know and then we work with them and it is like we help each other out. And so if, you know, we just go to business and then without knowing any fine arts or art history then no way we can create the visual communication and help in that. And so I think we should stay together and even stay in the American design building. I mean major. I mean department. Wait, college. [Laughter]

Speaker: I was...

Steering Committee: Introduce yourself.

Student: Yes. My name is Robert Molair [SP] 37:40 and I am a fourth year graphic design major and I was actually with my buddy over here in the other room so we realized that we were in the wrong room. So now we are here.

Steering Committee: You are here.

Student: Yeah. Okay. So I did the Study of Wild China trip two years ago and I actually did it with the College of Business Administration and before I left for that they actually sent me an email saying I should go to the College of Environmental Design but then I was thinking whoa, you know, like graphic design seems so much related to business that I do not think it would matter if I went with business or environmental design, but it was funny like the difference in programs. And it was not until I actually went on that trip and spent any time with business students and environmental design students that I realized that there are a lot of parallels within the Environmental Design College. And like my buddy over here said before me, we have a definite competitive edge because we learn about the substance within design that allows it to have more of an appeal aside from aesthetics. You can see something, you know that there are layers to it and there is more of a creative process. And when I was with the business students I realized that there is a large focus on what – just making it look cool, you know, make it look appealing, you know. But as far as creating that classic something-or-other, that is

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

not something that we would really get because we would lose the yeah, the artistic, creative parallels that we have within this college that this promotes that. And I think that that is something that you should definitely consider before making this change because there are lines that divide, you know. They might be really fine and they might be hard to find, but once you understand their absolute significance, you – or like myself, I learned that it is hard to compensate for it. So graphic design within the business department could definitely lose significantly. No matter how market- or business-related it seems, it most definitely is an art and it should be promoted as such.

Patricia Martinez (Art): Hi. My name is Patricia Martinez and I am from the Art Department and I am kind of in the middle of everything because I have been on campus a long time. I have been in all core divisions so I know how the campus has run for a long time; but until I came over to the MV&Art Department I learned that it was different from when I was in Texas because I always saw that fine arts, art history, and graphic design as well together and when I came here it was like wow! you guys have something else going because you are in a separate ENV and I was like wow! that is amazing. That is what you can present to the students and they feel like they are responsible and they can say, you know, you should come to Cal Poly and be proud because we are different. You know, not just here in California but across the board. And I just think that these students will feel loss. They are not sure. They come to me regularly and they are like what is going to happen to us? Do we not come to you no more? And I am like well, we will just have to wait and see and hopefully we all stay together and keep growing as we have grown. But the art department is very strong. The graphic designers are very strong. I am a child development major and I know everybody has a little bit of uniqueness and they do. They are not business people. I have done business for over 16-17 years. They are not business people. They are designers and that is what I look for when I need designing. Thank you.

Richard Navarro (CEIS): I am Richard Navarro, Professor of Education in CEIS and I have to go out to an IRD meeting but I wanted to come and just actively support colleagues in the college and I am speaking to the recommendation to really _____ (41:49) in class. I feel it is really going back to where we were ten years ago. When I first came on this campus there was not even signage up identifying what was then the School of Education and Integrative Studies. And so over those ten years I think the college has become much more visible, much more of a player and participant in the regional development, and I think the recommendation to move it into class will really set back that progress. I acknowledge that the college has not always played up to its potential and certainly deserves to be challenged, I think, to remake itself, and I feel the recommendation would do just the opposite. It would put in place a management plan that would maintain it at faceless level and not allow it to grow and to develop. And so I would encourage a counter recommendation for a College of Education and a challenge to the faculty to really put in place a vision – a new vision and strategic plan for itself to be I think what it is really capable of becoming. Thank you very much.

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

Steering Committee: You guys do not have to stand up in the back of the room. We have got some available seats. Again, before we offer everybody an opportunity to speak again we want to make sure that those that have just joined us who would like to speak to the initiatives and recommendations do so. Others.

Student: My name is Aaron. I am also a graphic design major and I want to also voice my concerns that other people from my field have brought to your attention. One of the things that – views that came to my mind when I heard about this notion being was I felt our department as an art department was semi-neglected as far as the environment because it is like a hand-me-down building from engineering, which. I just feel that if our department was further segregated that funds that would go to such – affects our environment buildings technology we get would be further even cut for us. And right now I mean we have gotten some technology upgrades like one lab was given new computers, but that is just one lab but we have at least two or three others that still have un-updated technology. So I just feel that it would be a bad idea to have us further segregated because it would be less looked at and less given attention to. Thank you.

Adjunct Faculty: My name is Mike. I am adjunct in graphic design and I consider myself a design guerilla particularly when it comes to issues of pedagogy of the oppressed, and what occurs to me is that as we try to separate graphic design from other things and move it closer towards marketing we run into an issue of integrity. Designers, because they are like artists, or maybe because they are artists, try to find some version of the truth in their lives. Marketers, on the other hand, try to twist truth to make you buy something. Unfortunately we have to work for them. But I think core to discuss what we do as designers is that we are trying to be truthful. If we are trying to teach we try to be truthful and for me separating everything that design has and trying to turn it into a marketable thing is against everything that I believe in. We cannot quantify design. We cannot quantify art. And we cannot quantify learning. And unfortunately it seems to me that this process is trying to make education something quantifiable by a bunch of accountants as opposed to a bunch of humanists. I guess that makes it sound a Renaissance man. Anyway, my point is we should contain the way that it is right now. It benefits the students to have some people like myself that are crazy and others that are more levelheaded to push them on, not become marketers and have a sense that what they are doing is unique. Design is the function of the world. The reason we can go into buildings and read magazines is because somewhere a designer has taken time to make it good. The reason that these things are bad is because a marketer decided that money is the thing that is at issue when these things are created. And that is my statement for today. [Applause]

Student: Hi. I am a Master's in Public Administration student. I got my undergraduate from Cal Poly Pomona. When I went here as an undergrad it was when tuition was more affordable. Pretty much things are changing. And I know change is good but there is also something about being comfortable with what we have now and I guess from what I am hearing from my friends that are part of community they are comfortable with what they have now. Everything is right. And I think if we can put together something that

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

could incorporate that, not really having to change, not changing into what you see— because the best thing about Cal Poly is we are not too small, we are not too big, we are just right. So I am just hoping if the committee will take that into consideration.

Steering Committee: Thank you.

Steering Committee: Has everybody had an opportunity? All right then, if others would like to step up and speak for a second time I think that that is okay. I will come back with that.

Babette Mayor (Art): Thank you. I just – I wanted to go back to the unique niche aspect that I was talking about because along with being here to promote that we are not interested in moving to the College of Business Administration, I also am here because I do not want the College of Environmental Design to be lost in this whole process. I think – again going back to that, I think it is really important. I think it is probably the most forward thinking unit in this university and that we have as a people to embrace these ideas of sustainability and regeneration if we want to continue the way that we are continuing. And one of the things that has made our department again so unique is that we have incorporated these philosophies into our curricula structure, and we actually have used them as topic studios throughout – actually at all the different levels from freshman to senior level and this is really important. And again I want to go back to that issue and growth and how it has made a difference for us. You probably are aware that graphic design programs did pop up all over the place with the implementation and the development of computer technology, but a lot of those programs are not sustaining the way we have. And again, that is because of our particular situation within the College of Environmental Design. I think it is also important that we are together with other designers. We collaborate regularly with urban and regional planning. That may not seem like a logical collaboration, but we are very interested in policies and helping – for instance, one of the projects that we worked on that was really important for our department was to help give an identity to a neighborhood that was being bombarded by gang members, and we worked very closely with urban and regional planning to develop materials, promotional materials that helped them. Again this is an example of how the college has influenced and helped our curricula and make it more in tune with the reality of our society.

Steering Committee: The Lyle Center?

Babette Mayor (Art): Oh, the Lyle Center. That is another – the Lyle Center is another institution that is part of our college that we have collaborated with in numerous situations. Also we have collaborated with architecture as well as landscape architecture. So there are important, you know, interdisciplinary activities that are going on, and much more so than with any other areas right now.

Steering Committee: Babette, could I just ask you a question?

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

Babette Mayor (Art): Sure.

Steering Committee: If the department was moved to business do you think that you would not have those interdisciplinary studies? I mean you do not – I take it you have those relationships? I mean it is one thing to be under the umbrella of the College of Business. It is another to physically move into the building.

Babette Mayor (Art): Right. I think if we were moved to the College of Business it would diminish those relationships because just in general it is hard for everyone to create collaborations. We are all busy. We all have a lot to do, and so being part of a college is very important in maintaining it because we do have regular college meetings and we have communal exhibit spaces and so we do see each other and, you know, it is that – if we were not part of that it would diminish it. And I would also like to say that reorganization should be based on recognition of excellence and not diminish them, and in my opinion dissolving the college and moving us would be, you know, not recognizing the excellence. And also I just want to say another thing: our primary organization, which is the American Institute of Graphic Arts, two years ago our students, Cal Poly students, won the top design portfolios in LA. Now this is competing against art center, against Cal arts, against all the other Cal State Universities. So you can see again how, you know, our particular configuration has enhanced our program and given the students the skills they need to succeed like this.

Steering Committee: I was going to say just repeat your name so our transcriber does not know and so that I will not have to remember who spoke.

Tony Avina (CEIS): Okay. Tony Avina from the College of Education and I wanted to point out several things that are of concern to me especially because of my program. If you notice in the recommendations you have multiple subjects, single subjects, specialists, instructionals, credentials. You do not see administrative leadership or administrative services credential. We have 150 plus students in the program. As I indicated earlier to you, we generate a lot of revenue. The university pays our salary and that is it. Nothing else. We also are responsible for initiating the off-campus Master's program. This program goes out to the community where individuals can earn their Master's. We have two cohorts this year, one in El Monte with 31 students, one in Santa Ana with 22. Now that is a total of 53 so when you put it together with my credential candidates, that is over 200 students and we are not recognized in this report. And I think that is a travesty. Secondly I wanted to point out to you that one of the things you talk about in the report is the vitality. Well, first of all that program by itself ought to demonstrate there is vitality in the College of Education. But we also need to point out to you that the employment opportunities that exist for graduates of those programs is going to be growing tremendously. Right today 50 percent of the administrators in the San Gabriel Valley will be retiring in the next five years. Who is going to replace them? I am going to tell you right now the students in my program are already starting to move into those positions and they are responding to the call for that kind of support. With this have been possible under a school of education in an undergraduate program? No.

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

Because I was told, do not grow your program. Now can you believe that? How can you tell somebody not to grow their program? And I was told not to grow my program—with a dean who is – with expertise in K-12 they will understand. Last night you were there for part of the hearing. We had students from each of my six cohorts plus students who had graduated from the program. They were adamant about their support for an independent college with their own dean. And do you know why? Because they know the types of roadblocks that are thrown in our way when we try to meet their needs out in the community. Another point I would like to make is the _____ (55:23) has mandated that we offer an EDD program. A School of Education offering an EDD program that is buried in an undergraduate program? That is insane! Whoever came up with that recommendation does not understand organizational design and I would challenge you to go back and communicate to the President that that is a ridiculous recommendation. Finally, accreditation. You are not going to get accredited. You have already made a commitment to the Committee on Accreditation from the California Commission on Teacher Credentialing. One of the requirements from the state is that you will provide resources. You are not going to be providing resources if you move it into an undergraduate dean. You are not going to get it. That is just a fact of life. You are not going to live up to that commitment and you are going to be in danger of losing accreditation. The chancellor has mandated that we will get _____ (56:21) accreditation. Well, guess what? Move it down into a school, forget the _____ (56:27) accreditation. If we are going to truly be what we can be because can be much greater, we need the kind of leadership that comes from individuals who have K-12 experience, who have had experience working with state agencies, who have experience teaching, who understand the world of K-12. Putting us under an undergraduate program dean is the wrong move. Thank you.

Steering Committee: Tony, could I just follow up. I want to follow up to you. You mentioned that your administrative credentials program was not included in these recommendations?

Tony Avina (CEIS): It is not listed.

Steering Committee: Okay.

Tony Avina (CEIS): No, I brought this point up at every one of the hearings.

Steering Committee: Did you submit all of the documentation associated with that?

Tony Avina (CEIS): The associate dean submitted all of the documentation that was required from us, and when I asked the question do you know what I was told? Your program has not been in existence long enough. My program started in the fall of 2002. It is now 2007. That is five years. The record should not be panned on the fact that it was not in existence for five years. For the last four years we have had over 100 students in the program every year. The first year we started out with 21. At the winter quarter we added 31. And then the following year we had four cohorts and then we went to

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

seven and we have been pie ever since. There is a need out there and people are asking for it.

Steering Committee: And somebody told you that your program was not large enough to be included in this?

Tony Avina (CEIS): That is right.

Steering Committee: Who told you that?

Tony Avina (CEIS): This is what I was told by our representative on the committee, on the Steering Committee.

Steering Committee: Representative on this – you mean the Academic Program Committee?

Tony Avina (CEIS): Yeah. And so my point has been how could anybody overlook 203 plus students who are receiving – who are participating in a program that is four quarters long and that requires them to be enrolled from 4 o'clock 'til 10 o'clock plus when they do field work beyond that? Now these students have committed to Cal Poly because we are out there. We are in Santa Ana, we are in Downey, we are in Whittier, we are in Arcadia, we have been in Pasadena, we are in El Monte, we are in Roland, we are in Pomona, and we have been in Ontario. We service students from San Bernardino all the way to Los Angeles city schools. And we have been forgotten.

Gary Kinsey (Associate Dean – CEIS): Gary Kinsey. I am Associate Dean in the College of Education. What we were instructed to do if the program had not been in existence for at least five to six years that we were not to submit that information. That is what the direction, and as you can hear, that program has been around and it is going to be a factor in whatever happens, you know, with our College or School of Education, whatever it happens to be. There are some problems in, you know, the process. I am a bit concerned and I have communicated with John Self but I never get a reply email. I get either emails that go out, you know, in a blanket form but nothing specifically back to my inquiry. One of them was to do with the affiliates and professional organizations, you know, groups that we partner with in the community, and trying to find out they could provide some kind of response, you know, to – because we have had a lot of inquiries. A lot of our school district partners and professional organizations would like to provide some input. And I was told...

Steering Committee: I suggest we can answer that for you.

Gary Kinsey (Associate Dean – CEIS): Yeah, well, I was told to use the Alumni Forum. And my concern that I did not get a response was well, would that not get confused or muddled, you know, in with alumni responses where you clearly do not understand who the group is that is trying to provide the input. So I took it upon myself,

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

not getting a reply, to develop a form. I took the alumni form, changed it to say Professional Organizations and Affiliated Organizations, you know, partners, that type of thing, and sent that out and it is going to go to the alumni person just as the other form would be going because I had – Jim was not sure what other contact to put there. So we are going to be having that kind of response. There is some serious concern on the parts of deans in our system and they would like to provide – deans of education in our 23 campus system, you know, about this particular process because of your downgrading. You know, we are going backwards. What is normal – the normal process is to go from center to school to an independent college, and San Luis Obispo had just done that in the last few years and Channel Islands is about to have their own college, independent college of education. So out of all the campuses there are only three that do not have an independent college of education right now. One is Channel Islands, which is about to have it and be the first because they have a flat structure in terms of their governance and structure and they have moved that far along in the process. The other two, Humboldt and Monterey, are in the Colleges of Professional Studies and that is where those colleges reside. It is problematic with the doctoral degree, as you heard earlier. In terms of offering the independent doctorate, you know, how will that really work in an undergraduate college even though we would have an independent school of education? And having served on _____ (1:01:48) accreditation review teams—I serve on both the state and national accreditation review teams—we go to universities. And when we look at an _____ (1:01:55) Program Standard VI the resource issue, we are looking at the long range plan on the part of the university. You know, there is a plan for growth in the vitality of that program, where it is going to be, you know, in the future. Is it going to have its own building, its own resources – are going to going to, you know, increase in terms of faculty? What is happening in terms of programs that are being offered? This would send a clear signal that, you know, that commitment that was indicated earlier that is going the other direction. And that was something we had to struggle with in the last accreditation review with the state as we just attempted to meet even the state standards. And in Program Standard II that is what you run into in the California Standards in terms of the resource issues. So accreditation could be a problem, a real challenge, especially for wanting to move toward _____ (1:02:40). So those are some of the issues I just wanted to clarify and I think the program should have been considered. The EED program, you know, as we are set to – and are – in the cycle the way it is set up there are four cycles of those, you know, being developed and created and we are in the third year of that four year cycle. And so in two years we would be taking our first students in that program. We hired two faculty this last year to do just that, to get that up and running, and we are very fortunate to recruit the faculty that we did. So I am hoping that we are going to be able to continue in that effort and I would hope that it is going to be an independent College of Education. So. Thank you.

Steering Committee: Let me follow up a little bit because I know that John did have a secondary communication.

Unidentified: Right. He set it out but it did not address my question about...

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

Steering Committee: Well, whether he replied to you _____ (1:03:33). But I do know that the Steering Committee had _____ (1:03:39) a form so that we can get feedback from all external _____ (1:03:43) including the ones that you mentioned, not necessarily under the umbrella of the Alumni Association. That was designed to get alumni feedback. We did have an open forum last night _____ (1:03:53).

Unidentified: Right. But I was just...

Steering Committee: But we have also extended the deadline until November 30 for any of those groups to give us written feedback and we have also said that if any of them are having any meetings and would like members of the Steering Committee to come and listen to them at their meeting we will be happy to.

Unidentified: Okay. Great. Well, some of the accreditation bodies, the deans of education at some of the other colleges or campus would like to weigh in and – because they know the importance of, you know, what...

Steering Committee: I would encourage them to fill out the same kind of documentation and...

Unidentified: That is what they plan to do. Okay. Thank you very much.

Steering Committee: Thank you. Perky wants to come back. Okay.

Perky Vetter (KHP): Perky Vetter, Kinesiology and Health Promotion. I want to start where I ended a couple minutes ago and that was to support the fact that kinesiology stays an intact important with exercise science and pedagogy. I want to talk about the pedagogy and – because it seems to be misunderstood and I want to talk about the quality versus quantity. And when we look at quality of education sometimes you cannot quantify that and the one particular area in pedagogy right now in the kinesiology department that is very unique and pretty much the leader in the state, may I say the nation, is our adaptive physical education program. There are only nine programs in the whole state of California that has this credential. We are the largest and the strongest. We were the first. We have credentialed over 20 percent of teachers in adaptive physical education in the entire state. It will not be hundreds and hundreds because there are not thousands and thousands of children with disabilities, but as disabilities increase, so do our numbers increase. Last year I started a program where you could take the credential and then move it into a Master's and this year alone I have 18 brand new students that are teachers that are in our credential program to receive adaptive physical education. Next year we would like to change that over to our Master's program. Again there will not be hundreds and hundreds, but the quality of education and the influence these people have on children with disabilities—Cal Poly has been a mark forever and I would like that to stay and we cannot do that without our kinesiology discipline. Most of you have heard about the motor development clinic, which is the most unique program in the department in the college. It has – it is the longest service learning at Cal Poly. We are at the 117th

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

consecutive quarter serving children in the area with disabilities, almost 4500 children with over 1,000 Cal Poly students trained in the area of kinesiology, exercise science, humanities, art, and pedagogy. Pulling these apart into a separate area would diminish probably the clinic, adaptive physical education and thus the discipline. So the quantity part is hard to measure. How many students in that – sometimes you cannot measure the life of one person that they have the effect on, on hundreds of people, especially kids with disabilities and particularly now with the issues we have in K-12 with obesity and other things. Who is going to take care of that if it is not good physical education teachers that care about kids? Thanks.

Steering Committee: Thank you.

Graphic Design Student: Paul _____ (1:07:20), Graphic Design, fifth year student. I wanted to run a few things else by the committee. We had _____ (1:07:27) put together points. One of them I like to call the numbers. This is just a little comparison about our relation as graphic designers to the School of Business as compared to the School of Art and Graphic Design. Our numbers – business. We take two schools in business. They are marketing classes. They total four units. This is as opposed to design and type. We take about five classes. It is about 21 units. Or actually about seven classes, 21 units. Computer graphics—we take 15 units' worth. Drawing we take around 15 units, and art history we take about 20 units. Seems to be a little bit strange to be moving us away from the home of a huge portion of our classes to somewhere where we only have an 8 unit, two quarter commitment to that department. My second point would be just a very quick one about class handling. There have been times where we have had to petition classes to try to get classes. Under the new plan as I see it if we were to try to petition three different classes, one in graphic design, one in fine arts and one in art history in the same quarter, we would have to, I believe, talk to the Department of Class, the Department of Business, and the Department of Engineering or Architecture depending on where you were supposed to talk to that if it was to go to as originally planned with Art History moving to Architecture with Architecture to Engineering. And that seems just a little bit ridiculous to have to go talk to – especially to talk to the Engineering Department about an Art History class. That seems to be just administratively, you know, asinine. The final thing and this is just a personal thought—after attending graduation last year, our graduation to this school, we are divided up by school. The College of Business graduates together. The College of B&B graduates together. The College of Class graduates together. And with this all my friends, who I have many of that are art majors—they are fine arts majors, that I have taken classes with all – through all five years of school, been able to hang out with, be friends with, in our last time together at this school we would not be able to walk together as graduates. I would be walking with a bunch of business majors. I would spend the night before maybe walking, you know, with the – all the various class majors, and the art history majors would be walking with the engineers and that is just – that makes absolutely no sense.

Steering Committee: Would anybody else like to take the opportunity? Well, on that note then, thank you very much _____ (1:10:54) your name. Anybody else want to

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

_____ speak, you know, if they have not spoken? This is the third one I am going to take _____ (1:11:01).

Tony Avina (CEIS): First of all I have to tell you that I sent John an invitation to our Advisory Committee Meeting which meets next Friday at KW at 7:30. The committee consists of superintendents, assistant superintendents, principals, and assistant principals. This committee has been meeting since 2002 and we meet twice a year to get input from them on our program design and to make changes as necessary. Now I want to tell you that I have not heard back from him but I would hope you would convey that to him that we need to have a representative there who will explain why this is being considered. Secondly I want you to know that tomorrow I am meeting with the superintendents in Region 15, which includes this whole area, to share with them this whole thing about PNR because they have not been involved as stakeholders, which I think is a travesty. I like – yes.

Steering Committee: I want to make sure that I get all that. Could you tell me when your meeting is and I will make sure that I reach out to colleagues and will tell you some representation at that meeting. And as we talked about earlier, to explain how they arrived at those decisions that we are not in a position to do.

Tony Avina (CEIS): No. But you need to hear from them.

Steering Committee: And that is what we want to do. We want to make sure that we take the opportunity to get these _____ (1:12:26) to them.

Tony Avina (CEIS): And I have told them to bring a lot of rotten vegetables. Okay? Or at least eggs anyway. Look, I want to just conclude by saying this. Look, we have a solid program. It is because we have had deans – Joan _____ (1:12:39), you know, God bless her, she gave us the flexibility to build this program, and it is evidence that we have a solid program because we just recruited this year two outstanding professors, one from Stanford and one from California State University San Bernardino. Why did they come? Because our program is recognized as extremely solid. Programs that attract 150 students plus a year are damn attractive. We have the numbers. We have the K-12 community. They want us to be there. They make possible locations for our cohorts to meet at no cost to the university. We have a new wave of administrators out in the field now. These are the people – if you go to Pasadena you are going to find that about one-fourth of the administrators there are graduates of this program because Pasadena recognized the quality of our training and began to hire them to be their new wave of principals. We have one-third of our graduates taking an MA degree and then bottom line is we are doing this without an investment from the university other than my salary and the salary of my faculty. Now I think that is a bargain and I think in order to sustain it we need to have an independent college with a dean who the hell understands what this is all about.

Steering Committee: Okay. Tony, when is your meeting?

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

Tony Avina (CEIS): It is a week from tomorrow. It is at KW, 7:30. We are having a breakfast meeting and we are expecting about 16 people.

Steering Committee: And the name of the group is?

Tony Avina (CEIS): It is called the Administrative Leadership Program Advisory Committee. Okay? Thank you.

Steering Committee: Okay. Thank you.

Graphic Design Student: Hi. My name is Chan. I am a graphic design student. I do not support idea of moving graphic design to business marketing because then all – every day I go to school I get to see my fine arts students – fine art friends, art history friends and during the conversation we learn, we trade knowledge, and that how I use it to design my work. All of my work are based on art history and fine arts but with the help of a computer that _____ (1:15:04) plus I design with a purpose. If I move to business then I have no one to talk to and nothing to learn from. We are missing a lot and again if I move to business then I do not want people to look at me and every time they see me and they say hey, how much that cost? Is all about money, is all about business. But if I stay in – within the ENV college, I would have the freedom of creating work the way I like. But now it does not have to make money. It does not have to work within the market, this business market. Okay. That is what I have to say, yes.

Steering Committee: Thank you very much.

Unidentified: Jonathan _____ (1:15:56), Graphic Design. I would like to add to the statement. He was emphasizing the importance of the art department together and in addition to his statements I mean we have a lot to gain being together as the art department. Being next to – being in conjunction with art history and the fine arts – in art history we learn about history through art, world history, you know, not just American history, not you know, but – and we learn through politics through history and what – and the way things were because artists, they tell stories. They show you things in beautiful ways. In these classes we have learned how to communicate through writing. We have to analyze these and be able to communicate many different aspects about these pieces, about the eras that they were in, okay. In fine arts we learn how to communicate. We learn how to create content. We learn how to go about different processes to end – to get to a certain means, okay. And in graphic design we learn technology. We learn how to communicate. We learn how to research. Research is such a big part of graphic design and I think by – yes, it is contents. What?

Unidentified: Concepts.

Unidentified: Well, yes. I mean she said it, concepts too, you know, I mean. As you can see, I mean, many of us feel and believe that it is so important to remain strong. One of our other professors said to play with your strength. Our strength is being together as an

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

art department in the College of Environmental Design. I just ask that you do not take that away from us, that you play to our strength because graphic design is one of the biggest growing fields today in this world today worldwide, and not only will it bring this school recognition, but it will just make the world a better place.

Graphic Design Student: My name is _____ (1:18:24). I am a graphics design major. I just want to continue with what Jonathan said about us being together as a whole with the art department. I am minoring in art history. I am majoring in graphic design. I am also minoring in marketing. I have learned so much more in any GE class, any marketing class than I have the art history classes, in the fine arts classes as well, and with graphic design altogether without those I would not be what I am today as a graphic designer. Even with art history I have learned so much more. I have decided about history in general just through art because we are visual learners so we learn more about – we learn better if we are referring to art, but in general it is still history, and as Babette mentioned earlier about the ENB and taking our mission statement, we have dealt with social issues, environmental issues, and even with that I have learned so much more about social issues such as Darfur and the environment in general and saving trees and all that. And our work reflects that and makes our portfolio stronger, and as well we are learning a lot about the environment and what is going on in the world just by being in the ENV Department and as working on our portfolio as being different than other schools because I have a friend that is a graphic design major at Cal State LA and he does not have the opportunity of doing environmental issues because I guess we are different from them with part of EMV. They just do general topics and projects, but our classes are based on a specific topic and the whole class is based on that one topic and everything is just based on one solid idea and that just helps our work a lot more.

Steering Committee: Time.

Steering Committee: Thank you.

Laura Chase (KHP): My name is Laura Chase. I am with the Department of Kinesiology and Health Promotion and I would like to speak on Recommendation Number Ten which is essentially to dismantle the Kinesiology and Health Promotion Department. I believe that there is really nothing to be gained by this recommendation and everything to be lost. I think that the professional preparation of our students will be seriously harmed by dismantling our program. The students will not get the expertise of all of our faculty. They will not get the classes that they need. Like this young man talked about over here, our students may have to go to other departments, to other colleges to get the classes that they need. I believe that our pedagogy program would be in jeopardy of losing its accreditation with its inability to, you know, to provide the students with the necessities they need to teach physical education in our schools. I think that our faculty will be isolated into small departments or sections of departments of colleges and will not be able to work together. It will jeopardize our opportunities to seek and receive external funding and as I said there is really – I do not perceive there to be any benefit to this. There is no savings of resources. We are just shifting people to

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

different places. We will still have all the faculty, and the students, you know, may or may not come. May not come because of what we cannot offer them. But there is no savings and resources and there is only loss in terms of things like external funding and the attractiveness of our program to students.

Steering Committee: Could I ask you the following—what your position is on the kinesiology program to unify but it moved to the College of Science and to expand the College of Science? What is your position on that?

Laura Chase (KHP): I think that is fine. I do not have a problem with moving to the College of Science. I think that with our department intact we function very well. I think we can function very well in science. I think that as Perky said earlier there are benefits to that. I think that our exercise science part of our program will work very well with people in science and I think that our pedagogy faculty will fit in very nicely with the subject preparation ____ (1:22:58) math, physics, chemistry and so on. So I think that there is the potential for it to work very well in the College of Science.

Steering Committee: Thank you.

Laura Chase (KHP): Thank you.

Wanda Rainbolt (KHP): Wanda Rainbolt [SP] 1:23:12, Kinesiology and Health Promotion. At the current – pardon me. I would like to address Recommendation Ten specifically the third part that was ____ (1:23:22) and that was for the elimination of the option of Health Promotion. And the consensus of the faculty is to eliminate that particular option. As far as what that will do to the students, currently this – with the information that we were given for fall quarter, we have 29 students in the Health Promotion option, and of those 29 there are probably two or three in the track referred to as Health Education, and then the others are in the work site Health Promotion track. The work site – the students that are in the work site with the faculty taking a look at exercise science the option of human performance, those two tracks can easily be massaged. The coursework that the students take at the present time is very similar and so those two could be worked together and it would not be a detriment to the students from there like that. So. Thank you.

Tom Spalding (KHP): Hi. Tom Spalding again, Interim Chair of Department of Kinesiology and Health Promotion and I just want to say that we will be able to document that we have a consensus among our faculty, including our lecturers, to give a qualified rejection of Recommendation Ten and Recommendation 75 and a rejection of Recommendation 76 and we will also be providing some support from the chairs of Kinesiology departments in the CSU system. I have been communicating with these chairs from very early on and I want you to know that they are very alarmed by what is happening here at Pomona and they see this as a big threat to the discipline of kinesiology. They are very fearful that we will lose the discipline on campus if these recommendations are implemented. There have been several kinesiology departments

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

lost at institutions around the country, including UCLA, because departments and programs have been split. So I just want to let you know that there is a strong consensus in our department, in the kinesiology departments in the CSU system extending to other departments at universities as far away as the University of Maryland and they all are very alarmed by these recommendations, and I hope that this consensus among individuals in the discipline carries some weight with the Steering Committee in the consideration of whether you advance – support these recommendations to the president or not.

Christina Mulligan (student): Hi. My name is Christina Mulligan. I am undergraduate from dress design and I kind of just wanted to add more to what my other classmates were saying earlier about how fine arts and art history have a big involvement in our education what give us an edge over, you know, other graphic designers such as like tech schools that may not have the history, you know, art history, what political events, everything that kind of contributes to what we recognize in society, symbolism. We are all visual communicators on a certain level and so it is important that we have a step up on that. And just by having more of those classes and keeping the department together it hopefully, you know, it can enrich those classes that make us different from the rest of the designers. And in terms of concepts, though, being, you want to portray your message in a clever way. There is so much advertising clutter like we want to be able to say, okay, refer to the Death of Marat and people understand to an extent and that is what makes us different. We are able to convey cleverly and stand out from all other designers, all other – just a typical someone that made a banner on words just actually keep their attention. And I just think that it is one of the reasons why it is important to just like stay together. That way you can enrich our knowledge of history and become better _____ (1:28:40) concepts.

Milka Brooking (Art): Hi. My name is Milka Brooking [SP] 1:28:49 and I am a lecturer at the Art Department. I teach graphic design and I also work. I have my own clients. I come from the outside world and I also teach at the university, so I totally understand the importance of business and marketing. As a matter of fact I think marketing can be combined with any major. You can go to law school and you still need to learn about business and marketing if you are going to start your business. You can go to dental school and you still need to learn about marketing business to open up your business. So it is not just putting design and thinking that they go together. Let us think a little bit further ahead. University – what is beautiful about university is that – the openness and this part of the beauty of university that they are trying to say well, what if we do this? What if we do that? What would happen? And that is wonderful. That is great. I commend that. However, let us just scratch our heads for a minute and think about it and realize that okay, if this is my body I need my arm and I need my leg and I need my head to be able to function. So if I cut my right arm – I cut – if I take away fine art I have taken away my right arm. If I take graphic design away from my right arm – my body I have taken – slow down. In other words I am saying that we are all part of one body, okay, they all influence one another. They are all about visual communication and she just pointed out—it is architecture, environment, graphic design, fine arts, art

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

history—we are all about visual communication. We are just using different media. One is using print media. One is using building material. One is using brushes, painting media. We are one creative people. Okay, we are dealing with forms, shapes, and concepts. So if we take us apart, it is like you just chopped up this person into little pieces and parts. How can my arm function if it does not have a body? So that is just what I wanted to bring to your attention and perhaps we can look into it a little bit further and think more in the long term to see how we can help our department rather than perhaps damage it. One last thing that I want to also bring to your attention—hey, let us look at this in terms of marketing, okay? All right. Now. The design department is having three positions open, okay? I went to art center, which is like a Harvard School of Graphic Design School, okay? I have, you know, I come from a very fantastic background and, you know, very good clientele. Now do I want to apply to a school that has not – does not have this department that has – you know, it is not really balanced? Or do I want to come to a school that is strong, it has all these components that is – supporting it? So I am going to think about that before I apply. So you might want to think about that as well. Ooh, are we going to lose our good faculty or are we going to gain good, strong, excellent faculty. So that is another point I wanted to bring you attention to in terms of marketing. Thank you.

Nicole Lyons (student): Hi. My name is Nicole Lyons again. I am a Master's in Public Administration and I am sitting there and I am thinking about the situations that you are in as a committee and I am sure the idea of P&R started with very good intentions, as most ideas do start out. But what happened during the _____ (1:32:18) when you are finding out from your constituency, your faculty, your staff, and your students that this might not be a good idea; and I am wondering when you are making a decision how much of that will go into it, how much are we going to be _____ (1:32:34) and realize that maybe all of this really is not the best for the students. Maybe all of these ideas might not work for the faculty or the staff. Maybe we might be changing something that was so great about Cal Poly into something that we have no idea how it is going to turn out. And I think like – I guess that the biggest things I hear students being scared about is how will these programs be administered. Like the _____ (1:38:59) but how can you guarantee us that our programs will not change? Well. Thank you.

Steering Committee: I think we will let _____ (1:33:13).

Tony Avina (CEIS): I am Tony Avina and I am from the College of Education and by the way, you did a great job of summarizing exactly what would happen to the school – in the school of education if we were downgraded to a school of education. We would have the identical problems you outlined. Look. I think I can state for most of my colleagues in the College of Education, if not all of them, we would recommend rejection of Proposal Six and we would reject it on the basis that we do have the vitality, we are meeting the needs of the community, and we have a faculty that is committed to what Colin said in his book Good to Great: we are committed to making the College of Education better than it is. We are committed to going from good to great but with the proposed change we are going to go from good to mediocre. Thank you.

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

Karen Langlois (Liberal Studies): Hi. I am Karen Langlois from Liberal Studies Department in the College of Education and Integrative Studies. To be frank I was not intending to get up. I really would not do it except I am feeling embarrassed with seeing over a period of weeks and how the students get up to defend their programs and my colleagues and so I feel that I must say something. I have been in liberal studies for 20 years. I have watched people build that department and our college over two decades particularly the last ten years. We have in liberal studies many rewarding partnerships with education. For example, this quarter I am teaching Liberal Studies 421. It is a liberal studies integrated arts class. This class is one that prepares teachers. Students who take this class learn about the standards of education and the arts in California. One of the texts that we use is the Framework of Education in the Arts, and students who take the class then get credit for Arts Methods in their credential program. That is just one example of the partnership that we have with education. We are also as the undergraduate major liberal studies are involved in NK accreditation. It has taken enormous work and dedication over many years to build this partnership and for a long time we have heard about a this seamless pipeline now between the liberal studies program. Ninety percent of our _____ (1:36:06) are going into elementary education. For the 20 years I have been here we have averaged between 700 and 900 majors, 90 percent of which go into elementary education. They also go into the credential program. They go into the Master's program. We have even had students go into the doctorate program and the seamless pipeline is not just about students moving between the programs, it is about communication and advising and about cooperation. And I think I am inspired actually by the analogy of dismemberment and how if you do cut off some of the programs from each other, the reasons for which I really have to say I cannot imagine in terms of improving the quality of the program. There may be reasons having to do with the administration of the program, with the efficiency of saving money in terms of administrative costs. But I cannot see how separating programs from each other that work in close partnership improves the quality of the programs and the communication between the programs, and because we have had such a long and fruitful partnership in the College of Education between the undergraduate major liberal studies and the School of Education and we have tried to work very hard to make advising between those two programs very helpful to students and coordinating advising, it seems it will only be more difficult in the future if we are moved into the class college. I also want to mention that in terms of the _____ (1:37:56) and the cost factor. I personally cannot see how you can get by without hiring more associate deans to help administer these mega colleges, and I think it also means that the administrators, however well intentioned and dedicated, cannot possibly understand the details about the programs, and I am seeing that I listened over the past two weeks to students and faculty members. There are many, many aspects of these programs that I think people did not fully understand and it is extremely hard to convey them in this spreadsheet format with the little boxes with so many characters that we can make our statements in. But I would heartily recommend that people pull back and realize that these have been partnerships and programs that have been nurtured for many years, and it takes almost no effort to destroy something. You can kick it over and destroy it with very little effort or even very little forethought. But it takes a lot of time

Cal Poly Pomona Prioritization and Recovery Initiative
Academic Program Recommendations 6-10
Open Forum – Nov. 8, 2007 (Bronco Student Center)

and a lot of effort and cooperation to build up the excellent programs that we have. And I do think that we deserve to have support. We deserve to have the assistance we need to make our programs better. We do not need to have them undermined and dismembered, and in many cases that is what is happening as a result of these recommendations. Thank you.

Steering Committee: Thank you. Would anybody else like to speak before we adjourn this meeting? Once again on behalf of the Steering Committee, thank you very much. Your input today is extremely valuable. I cannot tell you how important it is for all of us to hear what your perspectives are. I also want to strongly encourage everybody to please take part in the written process. Get together with your departments. If you are a student, fill out the forms and make sure that we hear your feedback in writing, too. Go online and read in detail the bases behind the recommendations so you are making an informed response. Thank you.