

Man 1:

Prioritization and Recovery Process is all about and it was actually launched about two and a half years ago, as an important exercise for the University to take a look at everything that we did, at every level and determine if we are being efficient, if we are focused, if we are funding programs of excellence and help us define what we want to be for the next 10 to 15 years. Life's changed, the community has changed, the students have change, we need to take a look at ourselves . Life's changed, the community is changed, students have changed. We need to take a look at ourselves and sometimes we all need to take a look in the mirror and say is this what I want to be, is the direction I want to go. So it has been a very, very detailed process involving two separate subcommittees, one that is looking at academic programs and the other looking at support programs. My gut tells me that most you here tonight are going to talk about the academic programs and that is great. Part of the process that my colleagues are involved with, we serve as the Steering Committee. Ultimately the Academic Programs and the Support Programs Committees have made recommendations to us. Our charge as a Steering Committee is to get those recommendations throughout the campus community and our external community to find out perceptions, thoughts, and opinions about each of these recommendations. One of the things we have said over and over again and it bodes repeating is that nothing, nothing has been decided. Part of this process is helping inform and giving us the best information possible before we send a recommendations on to the President by January 31<sup>st</sup>. Let me take a few minutes and introduce some of the members of the Steering Committee that are joining us tonight. On the far right, would be the Chair of the Academic Senate who is also the Chair of the Steering Committee, Dr. John Sell from the Cal Poly School of Hospital Management. Sitting next to John is Jeannie Alvarez, a faculty member of the College of Business Administration and a member of the Academic Senate Executive Committee. Also with us tonight our Vice President for University Advancement, Scott Warrington. Part of our process is open forums and we have had forums on campus last week for faculty, staff and students to come and speak to the Steering Committee. We are doing some more tomorrow and we wanted to set up a special forum in working with the Alumni Association to get their feedback and this is that opportunity. We are recording this. We are going to get a transcript of this. It is going to be available online, you know what that means, forever. So your colleagues out there who want to read this who could not attend tonight, can hear what the dialogue is. One of the things that we have done for each of the others is that everybody has gotten two minutes to introduce themselves, make their statement about the recommendations and then we may take the opportunity to follow up with a question, that is not in your two minutes. If we don't have another question, then we will say thank you and you can sit down. We know that many of you feel, I have more to say then two minutes, so what we would like to do is let everybody get an opportunity who wants to speak, speak

and then once that has happened, we have no problem with people going back for seconds. So does anybody have any questions about the process? Here is the tricky thing that often comes up that we are faced with. We didn't write the recommendations. Those recommendations were provided to us by two separate subcommittees who worked on their own individual process \_\_\_\_ (08:07). So often we have gotten questions about why is it written this way, why is it included that way? That is not a question we can answer. Ultimately the feedback that we have to get today is your perceptions of the recommendation as how it is written. Then we take that and funnel that information into the Committee as well as written feedback that we are getting not only externally, but internally from \_\_\_\_ (08:31). All right. On that note I think I will turn it back over to Melissa and we can begin the discussion. Thank you very much.

Woman 1: Again as one mentioned that we do have two minutes per person. The one thing I didn't mention earlier that I would like to make sure all of you know is there is also a forum online, on our website, [www.calpolypomonayalumni.com](http://www.calpolypomonayalumni.com), very easy to find. You can fill that out and fax it in or e-mail it in and they are due by November 16<sup>th</sup>. I will be compiling all the faxes and e-mails and doing an assessment and turning it into the Committee as well. If you would like to make a comment, please come to the microphone. Thank you.

Man 1: Prioritization and Recovery Process is all about and it was actually launched about two and a half years ago, as an important exercise for the University to take a look at everything that we did, at every level and determine if we are being efficient, if we are focused, if we are funding programs of excellence and help us define what we want to be for the next 10 to 15 years. Life's changed, the community has changed, the students have change, we need to take a look at ourselves . Life's changed, the community is changed, students have changed. We need to take a look at ourselves and sometimes we all need to take a look in the mirror and say is this what I want to be, is the direction I want to go. So it has been a very, very detailed process involving two separate subcommittees, one that is looking at academic programs and the other looking at support programs. My gut tells me that most you here tonight are going to talk about the academic programs and that is great. Part of the process that my colleagues are involved with, we serve as the Steering Committee. Ultimately the Academic Programs and the Support Programs Committees have made recommendations to us. Our charge as a Steering Committee is to get those recommendations throughout the campus community and our external community to find out perceptions, thoughts, opinions about each of these recommendations. One of the things we have said over and over again and it bodes repeating is that nothing, nothing has been decided. Part of this process is helping inform and giving us the best information possible before we send a recommendations on to the President by January

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\_\_\_\_\_(09:18)

Woman 1: Do you want me to hand the microphone?

Man 1: Put it on the table.

Woman 1: Sure.

Man 1: You've got

Woman 1: \_\_\_\_\_(09:35)

Man 1: Just trying to be efficient.

Woman 1: Okay.

Man 2: And actually the speaker if they are really loud

Woman 2: Yeah, you might actually be okay, but \_\_\_\_\_(09:51) see how much slack we have.

Man 1: Okay.

Woman 1: That would be great.

Woman 3: First of all I would like to say I hope I am not too much out of place I am actually a student rather than an alumnus. \_\_\_\_\_(10:09) many alumnus from this school and they encouraged me to come because I have not been able to attend any of the student forums, so if I have permission I will go ahead and ask my question.

Man 1: Can we get you to speak up?

Woman 3: I am Leandra Lowly, I am a second year transfer student in the Landscape Architecture Program. One of our Professors has commented that we might get architecture accreditation may be in jeopardy through this P & R process. This concerns me and my fellow students greatly as the ability to become a licensed landscape architect, depends upon graduating from an accredited University. I would like to know if we can be assured 100% if the Landscape Department will not lose its accreditation as a result of this P & R process. I would also like to state that Cal Poly came highly recommended from Alumnus and from community members and they have encouraged my decision to attend here. I think it would be a great loss for this University to lose the Landscape Architecture Program because it has led the community, the State, the nation in times with Department of Landscape Architect graduates and I think it would be a

great loss to the University and you would certainly lose a lot of students if you lost the accreditation. Thank you for your time.

Man 1: Thank you. \_\_\_\_\_(11:51)

Man 3: My name is Jerry Banks, I received my Master's Degree from this administration in 1983 from this school. My degree was in \_\_\_\_\_(12:09) Administration, I am interested in Agriculture and there was an \_\_\_\_\_(12:17) major in one area and because there were a Department of Agriculture here on campus I was able to work with the Business Administration people and the Agriculture people to work out a great major \_\_\_\_\_(12:30). I am concerned about the loss or the plans of the Agriculture Departments Ad Council \_\_\_\_\_(12:40). We have 20 million consumers I am aware of in the metropolitan area who are dependent on food and fiber for clothes and food everyday and to me it is an important industry to support. Another \_\_\_\_\_(12:55) appearance that agriculture is going away, there are impressions that agriculture is going away, but with 20 million people in the community it creates a great interest in the field of agriculture among those 20 million people. In the Department here, at the \_\_\_\_\_(13:16) department support, the secondary education program, through the State of California, \_\_\_\_\_(13:24) currently there is quite a bit involved with students and having to get Cal Poly to receive training and education or \_\_\_\_\_(13:36) from Cal Poly students and professors is a very important resource. We feel it would be a major loss to the agriculture industry to lose the profession as it has been provided by Cal Poly Department. Thanks.

Man 4: Good evening. I am Paul Kaisendoff, I am the current President of the Urban Regional Planning Chapter, Cal Poly Alumni Association. Our chapters relatively new after two years old, we have membership now about 50 people that are directly involved in the chapter. I have already heard interest to keep the time short here and I just want to kind of let everyone know what we have already done. We have already sent a letter into the President's office. What I would like to do this evening is briefly touch on the three main topics of that letter. One is that what the students gain from Urban Regional Planning Department. What they gain in interaction with the Architecture \_\_\_\_\_(14:47) a true reality of what they will face in the world as opposed to some of the other disciplines that proposed under the P & R. Number two is the name recognition Urban Regional Planning Department as part of the cause of environmental design. For decades now, they have been phenomenal. What I would like to point out to that is move to another name in a sense to lose that branding of what the College and what that department has become. The third thing, someone mentioned earlier, the Landscape Architecture Department is accreditation. In our cursory review of the potential impact that this proposed P & R, how it would impact the Urban Regional

Planning Department raises a whole host of questions that need to be addressed as part of the ability for the Department to remain accredited. Those are my comments this evening.

Woman 4: My name is Victoria Busolu, I have a Master's in Urban Regional Planning from 1991 Cal Poly Pomona. I am a Professor of Urban Planning at UC Irvine, so I have two perspectives. One a personal perspective being a student here and the second is I know the market needs very well. I know programs in the area and I know what is strong about them, I know what is weak about them. I know what will hurt them and I know what will help them. Cal Poly's reputation is exceptional. I run into this all the time when I talk try to talk to people into coming into our program. Its institutional setting is critical. I will say personal experience, with my own department, which I hope there is no one here, institutional setting matters. The College of Environmental Design has the reputation and the synergy that I am afraid with the proposal that I have read is going to be gone. That will come up in accreditation, I promise you that will come up at accreditation. On a personal level, I wouldn't have gone onto my Ph.D. if I hadn't come to Cal Poly Pomona, I am convinced of that. It is an incredibly supportive program, which I think you probably know and I went out and worked professionally for years. Cal Poly graduates have a very aware, great network. I had a great time. I got encouraged. I went on for my Ph.D. and then I am able to come back to this area and be a competitor, but I am also very supportive of the program. It is the only educational institution that I have gotten a degree in that I contribute to financially. Thanks.

Man 5: I am Mark Wuttke, I am a Professor of Landscape Architecture. I would like to speak to the time we are in, where there are very pressing environmental problems. Where we really need disciplines that can take a holistic approach that can network and \_\_\_\_\_(18:07) carry out teamwork. That is what we have in the College of Environmental Design. The other thing that I think is not often understood and very often marginalized is a design culture. Each of the disciplines is founded by an interest in synthesis, not just research and analysis, but very perceptive synthesis about how to address environmental problem. The students work together in many ways, particularly in the beginning to learn this, to develop the common language so that not only can they communicate, but later on they can collaborate. The fact that we have professions. I do think it is important that yes, to reach out connect more with the rest of the University because we need to draw on all these disciplines. But the College of Environmental Design is in a position to be an integrator and a leader. And to have it disbursed among other Colleges, each of its departments, I think would be a tremendous mistake, because it would be consumed by each of these disciplines in a way that the design culture would be undermined. And those of us who have been faculty here, I

think we would lose good design faculty simply because we wouldn't have that critical mass that we now have. We would lose students coming to look for a good design education because there would no longer be a College of Environmental Design. So I really urge you to think beyond just the expediency of administrative control, budgeting, and so forth as to the mission and what we need to accomplish in this day and age. I think to take away the College of Environmental Design would be taking away one of the tremendous strengths of this University. The other thing I would like to speak to is this University becomes large and I have been here since 1969. There really needs to be things to reinforce a sense of community. To break up the disciplines and disperse them into large programs in a massive University, there starts to be a disconnect. We lose the sense of community. Students going to graduations are sitting there through thousands of names announced and only a few they will know. Whereas right now, there is a sense of community and coming together, graduation and many other functions. That not only connects students to our programs and to the University, very important ways which are never accounted for in any tangible sense, but they mean an awful lot in how people relate to this institution. Not only as students, but through their Alumni. Personally, because I taught here for over 36 years, I am very attached to this place. I have a hard time imagining what it would be if the College of Environmental Design wasn't there. There is still a community, there that I relate to, I support in different ways. I would be very interested as we build a new building, I have been talking to Dean Hannah about getting some third party funding, solar electric for the building, several million dollars worth, there is now way I could do that for some dispersed program. So you are going to lose that Alumni connection, you are going to lose the faculty who have been active here and supported the institution. These things are valuable and they shouldn't be underrated. Thank you very much.

Man 6: My name is Mike Sullivan. I am a graduate, Landscape Architecture, 1981. I am part time faculty and I am an employer of Landscape Architecture students in Orange County, California. I have no idea why somebody wants to disperse the College of Environmental Design, Landscape Architecture, Architecture, and Urban Planning. It is all integrated, it all works together. That is how it is at Cal Poly that is how it is in the real world. Every day we work with architects and urban planners. We also work with engineers, but architects do become our clients. I have met many clients from Cal Poly in the Architecture Department. The integration between the departments, when I went to school in classes, the first year were all the same with architects, urban planners, landscape architects. It is a design community. I have no idea why it would go backwards into an agricultural department and be dispersed that way. We would lose all our classes. We have a hard enough time with architects with their giant egos competing with them and

if we go back to agricultural, that is going to get us to farm hands and what not, even though we know we are not, that is what is important. Anyway, I am just here to voice my opposition to it. I think it is horrible idea, a terrible idea, one of the worst I have heard in a long time. Other than that, that is about all I have to say. I just oppose it. Bad idea, don't do it.

Woman 5: Good evening, my name is Janet Lee. Actually I am from China, so I really, I came in 2002 to obtain a Graduate in Cal Poly Pomona for Landscape Architecture. So, really \_\_\_\_\_(24:22) is mid-July and \_\_\_\_\_(24:27) so we came up with ideas to work at the School of Design \_\_\_\_\_(24:33) to serve our community, asked a design professional \_\_\_\_\_(24:38) that version of things. So that is why I am working in different sites or \_\_\_\_\_(24:50) international party has been living like architect in landscape architect \_\_\_\_\_(24:58) to create really good designs in very good \_\_\_\_\_(25:05) part of the architect \_\_\_\_\_(25:09) that direction. Today, a lot of design firms like \_\_\_\_\_(25:17) international firms all recognize landscape architecture as part of a team, you really continue this international globalize portion for our future instead of changing the direction and go back to agriculture which is different for the future. Thank you.

Woman 1: I am going to move this over here so you can come on down.

Man 7: Thank you members for allowing me to speak. I am going to be echoing a lot of the same things you have already heard. My name is Scott Arnold. I came to Cal Poly as a return student to the Urban Regional Planning Department Program. I graduated in 2002. I chose Cal Poly Pomona Urban Regional Planning Program primarily because of its hands on approach towards the study. What I came to value during my studies here is the community that is created at the College of Environmental Design. The opportunity to interact with the different disciplines in the architect, the landscape architect and it has transferred again to the day to day activities. I work everyday with architects. I work everyday with landscape architects and it has become a very valuable resource for me in my original study. I understand that the Urban Renewal Planning Program has put forth an alternative proposal. I ask that you consider that. Thank you.

Woman 6: My name is Mamie Cowell and I got my agricultural specialized credentials in 2000 from Cal Poly. This is the only place you can get it in Southern California. There are 120 teachers in what they call the southern region, which includes San Bernardino County, Riverside, High Desert, Orange County, San Diego, and Imperial Valley. I am just trying to give you a picture of how many people this pogrom touches. Each of us, there are only five teachers here, but we interact every day with 150 kids, high

school students, each, 750 kids represented here. They need our help in southern California. This is the only, this is our main sense of support. We bring our kids here for field days, competitions; sometimes this is the only University or College setting they see. It is so important. It is going to be devastating if we don't have an agriculture education program, Agriculture Department College all intact. A lot of them are inspired to go to school to come here. They look forward to coming the campus. They don't have as many teachers coming out but we are working on it. We have young students who are looking to become agriculture teachers. We have a really unusual job. I teach biology, \_\_\_\_\_(29:20) science and small engines. I have taught \_\_\_\_\_(29:22), I have taught animal science, vet science, what other, horticulture, landscape, the beginning of the landscape architecture career. You get them interested. Part of our commitment is teaching them careers. What that is industry the agriculture industry, the largest industry in California it is open to. I don't know how to tell you more how important this program is.

Woman 7: My name is Mary Biesenbock. I graduated from Cal Poly in 2004 and also received my credentials in agriculture science here two years ago so I have been working for two years now. I am highly against this recommendation number 11 which says that it would probably discontinue Agriculture and Science program here at Cal Poly. I had students that are my grads from the recent years that are in the program at Cal Poly. They have been in meetings over this for the last week or so I would say and were told that their major was small and because we weren't producing enough students, it was not vital to the success of the future of Cal Poly Pomona which Cal Poly started as an agriculture school. The point is two years ago we did not produce enough teachers down here in the southern region and we lost two agricultures education programs. Two high schools closed down their programs because of a lack of teachers. Now, you may see we are insignificant in only producing five or so teachers a year, but if those five or so teachers are not produced, then we would be losing an additional five programs every year and eventually it would be devastating to our program in general \_\_\_\_\_(31:28) education in the southern region. Also, many of our students who are interested in becoming an agriculture teacher, they may not have the means to go to school up north. Cal Poly Pomona is the only school in southern California that offers architecture education as a major. I know that myself included would not have had the means to go up to Cal Poly's \_\_\_\_\_(31:55) other Universities here in California that offer this major. I just can't stress enough that if you were to discontinue the agriculture science department here at Cal Poly, it would be devastating on our \_\_\_\_\_(32:13). There are at least 120 teachers in the southern region, times that by 150 students, that is how many students, high school students you will be affecting by closing this major. I want to point out quickly 65% of

the 120 teachers, graduated, got their credentials from this program here on this campus so that is affecting an awful lot of lives.

Man 8: Hi. It is understood, I will introduce myself, Brian Marchetti Urban Renewal Planning graduate 1985. It is understood that the Universities that go through this exercise, look at efficiency of programs, but this should not be done to the detriment of these communities that we are talking about, these individual colleges. Looking at what is probably the worst case proposal, this four college proposal, it is kind of scary to look through and see where the previous majors that were pretty predominant in the College are kind of buried now in this monster organization. I really caution the College in implementing something like this. Losing architecture to engineering, those kinds of changes, moving some of the design functions into business administration, it just seems to be too much efficiency trying to be achieved too quickly. The world doesn't need more engineers, I work with plenty of them, I work for a planning and engineering department locally. Of course we keep each other in check \_\_\_\_\_(33:54) No sound from this point to the end.

Moderator: Are there any other comments?

Speaker 2: My name is Arthur Jocalla. I was on faculty here from '73 to '90 and regard myself as I suppose an alumnus not quite emeritus. I graduated from MIT with two degrees in the early '60's, half a century ago, the time of Sputnik and had a very satisfying and product career in the experimental sciences and also worked in environment change and research, stuff that now seems much more urgent than it did so long ago. In the late '60's I got involved in environmental activism and then went into government here researching, looking for what is the best institution, the best profession to anticipate, work on and plan on and deal with the real future as we now know it much better. It was 1970, there was no contest that Cal Poly was the place and landscape architecture was the profession to try to cultivate and work on it and so it began. I brought research for a project for this program that I think has been the core of the consciousness of global issues and opportunities. I think it is a great opportunity has evolved for Cal Poly and the entire institution to take up the cause that we pursued \_\_\_\_\_ (1:48). It was considered a kind of insurgency at the time, bringing up these challenges and energy crises and so forth, but it has turned out, and I was involved as were others in the Wild Center for \_\_\_\_\_ (2:07) Studies, and Penny \_\_\_\_\_ (2:10) in my field and part of \_\_\_\_\_ (2:14) among us that the whole institution had the potential to become instrument for global change in response for real opportunity of what is in front of us. I think we are uniquely qualified by virtue of the history that, as I said, I had already discovered one institution that had the best capability of doing something for this great cause and

global changes are now and incredible and compounded and cascade and interactive. To get people really prepared for working with, designing, and planning and doing their technology and institutions for the real future, you need to understand the activity and complexity of the multitudes of these factors. What this structure seems to reveal is the possibility of interdisciplinary cooperation with the categories, the four categories. There is a very different kind of structure, human knowledge and practical effort capered to what we have now and it seems to be a great step of progress. I think there is a lot of opportunity for cross-disciplinary action and collaboration and MIT is an illustration. I think the experience the Environmental Design School has shown, almost a planetary design science, can be cross-disciplinary and there is a kind of matrix or structure of both cross-disciplinary and inter-disciplinary work and this is like the structure of the aerospace industry developing. Their structure has been productive. I like to compare MIT as five schools, say four plus architecture and planning. Here I think planning and architecture can be integrated in a way that might be key to structure, culture and disciplined design without abandoning it to \_\_\_\_\_ (4:18)

Speaker 3: Hello. My name is Christina Omens. Let me tell you a little bit about myself. I finished my undergraduate at Cal Poly in 2004 in kinesiology, I finished my credential single subject as well as adapted physical education in 2005, and I just finished my masters in 2007 in kinesiology. My husband is a Cal Poly graduate as well as a master's student. Our house bleeds Cal Poly. I am here to voice my concern about the kinesiology department being divided. I am going to echo what people have been saying, um, I just think that we are going to get lost in the shuffle. I think that it is a really good program. When I started teaching three years ago, and I teach \_\_\_\_\_ (5:22) locally, um, the 900 people in my department when I showed up for the first day they said, "Where are you from?" and I said, "Cal Poly" and they said, "Oh, good. We got a good one." So, I just want to echo that our program here is really good in the kinesiology department. Yes, we do learn by doing and the kinesiology part and the pedagogy part, are how are we moving. I teach kinesiology. I teach my students how to move. I think that we are going to get lost in the shuffle if we are divided. Thank you.

Man 1: Could I ask a follow-up question?

Speaker 2: Sure. I am sorry. I just want to say my concern when I also heard that we are losing our graduate program and it's true that I am done, but what about those that aren't done and it is the only program in the area.

Man 1: We early listened to some faculty in kinesiology come and speak and they echoed your concern about splitting it up, but they also were supportive everything, except pedagogy. They said that if pedagogy went with them,

they were comfortable with that. Is that where you are when you talk about splitting it up?

Speaker 2: Yes. I would not like to see pedagogy go with education. I know that I am an educator, but I teach children how to move, and I just think this needs to stay together.

Man 1: The aspect of going to the College of Science, where are you on that?

Speaker 2: I see it as that if we were part of the College of Science we would still be a kinesiology department, is that what you are saying? Oh, I would agree with that. I think that students need a place to call their, like, if I am going to the Department of Education, I am going to get lost with all the elementary school teachers and there is nothing wrong with elementary school teachers, but I think that people need a place to call home.

Man 1: Thank you.

Speaker 3: I am Ken Acaba. I graduated in 1968. As a Classic Landscape Architecture major, I practiced landscape architecture for ten years successfully, I should say. I decided to come back and teach and have been here for the last 30 years and was Department Chair between 1989-2000. So, I have been on the faculty a long time, obviously, and as an alum, I also have some thoughts about PNR process and the proposal. I didn't come really prepared, but I am trying to separate being faculty emeritus and faculty and acting chair, past chair, and a graduate of the program. It is not easy. My tendency wants to say don't break up the College of Environmental Design and I have to think of some objective reasons why not to do it. The biggest ones that do come up is the fact that in 1964, the idea of a College of Environmental Design was spreading across the country and became essentially a part of the notion of professional accreditation. Because we grew out of the College of Agriculture, which then spawned the Departments of Urban Planning and Architecture, the notion of the College of Environmental Design has been here a long time. It has been integrated into various professional accreditation bodies and I think the separation of the Department will have a negative effect in terms of our accreditation and Cal Poly happens to be the only Landscape Architecture program that has both an accredited master's program and an undergraduate program. I know in the proposal the Departments have been assessed to have stable funding for the undergraduate and enhanced funding for the graduate, but that doesn't mean a lot in terms of ultimately what our students do. We have graduates that work in the film industry, planning, architecture, of course, landscape architecture, but they also work in education, they are teachers, they are attorneys. There are a number of sort of side interests that evolve into full professional careers relative to landscape architecture and it is primarily

because of the program that we have here. I think the basic foundation of having a College of Environmental Design has allowed this to happen. Many times employers of landscape architects look for individuals who have this cross-disciplinary understanding or inter-disciplinary understanding and I think that is an essential part of the College of Environmental Design. I think dissolving it will have a major impact in terms of our graduates, our alumni who employ our graduates and other employers as well. Thank you very much.

Man 2: Ken, I have a follow-up question for you. We need to be more informed about accreditation and I know we are hearing a lot about a lot of departments here, but you are in probably the best condition to speak about how would a move impact accreditation for Landscape Architecture?

Speaker 3: I think it would have a negative effect because one of the, as I said, it was a notion to start many years ago and that notion is still with us about the idea of a cohesive, interdisciplinary college strikes, I don't know what the word is, the, uh, uh, it gives the profession the credibility and depth in terms of its cross-disciplinary education. It provides the wherewithal for our graduates to work in many different disciplines. That accreditation is critical because the State of California requires candidates to be graduates of an accredited program and we are one of three undergraduate accredited programs in California. So, the loss of that accreditation will have a tremendous impact not only from a professional standpoint, but particularly from a licensing standpoint. So, that is another issue. It is kind of separate from everything else. Not separate, but it is an important issue from the professional evolution of our graduates.

Man 2: You don't think the same \_\_\_\_\_ (12:06) reason that enabled the accreditation if it was gone?

Speaker 3: I think it would have a negative impact because in order for us to become the College of Environmental Design, which eventually became the understanding that would give us that credibility, dissolving that would have an adverse affect on accreditation.

Man 2: The other three, you said we are one of three or there are three additional. Are the other accredited schools aligned the same way?

Speaker 3: Yes, as a matter of fact they are. One is not. UC Davis is not. They are divided with the College of Agriculture. Cal Poly San Luis Obispo School of Environmental Design and of course we are part of the College of Environmental Design.

Man 2: Thank you.

Speaker 3: Just one message, there are over 70 programs in the country and, this is just off the top of my head, but I think 70% are involved in either schools of architecture or colleges of environmental design. Thank you.

Speaker 4: Good evening. My name is Chris Kent. I was a Landscape Architecture major, Class of 2006. I am green in the industry right now. The whole cohesion and meshing of the majors in the College of Environmental Design is important and I am seeing that now, not being a student. There are actually a couple of other employers in this field that I have actually interviewed with over the last couple of years and most here that I am from Cal Poly, coming from this great program and the College of Environmental Design, they understand and I think that without that it is going to make it a little harder. It is going to be a negative in my situation that are graduating now going into the real world knowing that program is not really staying the way that they remember and they are getting out of it. I think you have to remember that I know this proposal and recommendation is something that you have to do for the benefit of the college or the university, or whatever, as a student just graduating, going to college is preparation for the real world and this is the way that it works right now in our field and in the real world. I think even with agriculture where they are touching children's lives who are going to be introduced to a lot of these fields and going to college is going to help them in the real world and that is the ultimate goal, not just what is better for the university. Thank you.

Speaker 5: Good evening. My name is Andy Beaudoin. Landscape Architecture department graduate, Class of 1977. I would like to tag onto what Chris Kent just said about being green. Let's talk about that for just a second. What is green? It seems to be quite a topic these days. Green architecture. What is green architecture? Are we the leadership for energy and environmental design? These are all topics that are coming up and very topical right now and they have to do with the blending of architecture, landscape architecture and urban planning. To try to separate those three allied professions, just does not seem a reasonable type of program to try to institute here at Cal Poly Pomona. This is the School of Environmental Design. This is what we have been trained to do. This is what we do for a living. As a lot of people up here have said today, we work with architects, urban planners, and we also work with civil engineers every single day. Between those four allied professions, these are the people who design our communities, design where you shop, design where you live, design where you drive, how you drive. This is the environment that we are dealing with and it become critically important that these allied professions learn together and have the ability to integrate and share ideas and have classes together so that they all have a common understanding where each is coming from. I would also like to say one other thing, it is kind of an

interesting perception, that is landscape architects do more than just plant roots. Going into the school of agriculture, well, the School of Agriculture has a lot to offer, I am sure, and they have a great program, but I do believe that the School of Landscape Architecture and Urban Planning need to be closely tied to the School of Architecture. One other thing is that the Landscapes Architects Technical Committee, formerly known as the California Landscape Architecture Board, is a committee under the California Architects Board, so right there the two are aligned, joined at the hip. If you are separating the School of Architecture from the School of Landscape Architecture, that is going completely reverse of what is actually happening in the State of California. Thank you very much.

Speaker 5: Good evening. My name is Daniel Wu. I graduated from the Urban and Regional Planning Program in 1995 and I am here to speak on opposition of disbanding the College of Environmental Design on the ground of one of reason. If you look at urban planning and think of the history of this profession, it really has its roots in the allied design professions, landscape architecture and architecture. If you look at all the great cities within the US, Washington, DC, Chicago, San Francisco, you see that nexus that planners in our history did have that strong connection with the design profession. On that basis, I think it is important for us to keep that connection between our design professions. The other point that I want to bring up, after I graduated from the undergraduate program here at Cal Poly, I went on to do my master's at UCLA which was a very prestigious program in Urban Planning itself. I attended the first class where they choose they separated the Urban Planning Program from the Architecture Program, the year before I had started, and I can safely say from first hand experience that the Urban Planning Program has not changed since that re-organization and it has greatly harmed that program. I certainly would hope that is a lesson learned for Cal Poly. The third point is I have worked in the Transportation Planning Field for over a decade and in my own career, working with employers, one of the key points that was always important was that I did come from a strong Urban Planning program that was allied with other design professions. As an employer they do look that you have a good understanding of the other design fields and aspects and can you relate and communicate with these specialists. Definitely architecture, landscape architects and engineers are the professions that I work constantly on a day to day basis. So, those are my points. Thank you.

Woman 1: Are there any other comments or are there any others that spoke, but ran out of time and would like to come back?

Speaker 6: Hi. I am another aggie. I am a victim of running late, because as an agriculture teacher, we put in tons of ours. Fortunately, last night I didn't have to go with my school, but my other ag teachers did and many didn't

get back into the school until 9 p.m. The reason that I am telling you about this is that you want to put us in with other teachers to educate us and we are not like them. I did take this program and I just graduated from the program in 2007. I am a recent graduate. I was here before and last came back 20 years ago to get my credentials. I am here to tell you that no one understood an aggie. They didn't know what to expect from us, they didn't know what we do. I told them that they were so lost that I could put anything down when I did my plans for my classroom plans, I could put any standards down and I said I bet they won't catch it, and she said do it. I did. I never got caught. I know my standards, but I am just here to let you know that there is a deep bond in agriculture and it was really nice to be able to go up into the ag building and be with people who understood me. It is nice to be with ones to call your own kind. For you to separate it off, will hurt us. We need to be with our own people. We need to be tightly tied to the ag department because they are what help us to teach our students. If you take away and do what you want to do to the ag department of education, you take away so many resources from me, you will make yourself look bad. I don't think you understand that. I didn't understand how much Jack Haven did for us. You are looking to strip him from us. I, today, can tell you I fully understand and I am just beginning my career. I teach at Semilla High School. Many of you \_\_\_\_\_ (22:50) and I teach floral culture and ag biology and then I am out in the field chasing down cattle. Yesterday, because my class wasn't doing a good job, I was in dress pants and dress shoes outside in the cow manure. I was able to clean it up and make it to an official event and still look good and didn't smell like cow poop. Not to put down the credential program, God bless them, but no one understands what we go through. We are like coaches. Our day doesn't end when the sixth period bell rings. Our day ends when the last event it over. So, today my day ended, by the way I am a part time teacher, I am still...my day did not end, I came from a meeting to get here to speak with you today. If I had gone up north to get my credentials, I wouldn't have done it. It is too hard. I am well-seeded in this community and a lot of people who go up north to get credentials don't come back down here. I am telling you, this is the only school in the south that you have. Let's face it, history tells you, no food, no community. We are the ones that lead people to understand food. I just had a credentialing program tell Jack Haven that he didn't understand what flowers had to do with agriculture. That is a credentialing program. Jack Haven was able to speak to him in an intelligent way and explain it to him. The credentialing people said that no one had been able to do that. Where do I take my competition students to? Or should they just run the street? Remember ag departments \_\_\_\_\_ (24:39) that people tend not to want to give. We make a family of them. We take them to competitions. Ask my floral culture students. Ask them about the party that they are going to go to and I say that is nice. We spend time with them at the pumpkin festival. By the time that I was done with them, there was no

party that night. I am not talking about the Parent Visiting Party, I am talking about the ones where they get down, there might be a shooting, so we are a great link to the community. Please don't strip us of our name. I need Jack Haven. I need the ag club. I need everything that the College of Agriculture has to offer. I can't go anywhere else to get it. Don't strip us of our regent too. FFA is a big thing. If you have any doubts, come visit us. I will be glad...the way you are dressed now, I can take you through the cow pies. Thank you.

Speaker 1: Good evening. My name is Scott Whorl. I am the department head for the Agriculture Science Program at Sunny Hills High School in one of the largest school districts that teaches agriculture sciences in the state. \_\_\_\_\_ (:36) On any given day, we will have about 1500 students that show up to learn about agriculture science through our programs. We have academic tracks that take kids through veterinary animal science. We train kids to go into veterinary medicine, agriculture, biology and agriculture earth science. We take kids through horticulture. We are trying to inspire them to move onto other areas of urban regional planning and landscape architecture, and landscaping and veterinary medicine. So, I have been doing this for fifteen years and I have two degrees from Cal Poly, a master's degree and a bachelor's and a teaching credential. It seems that through that whole period of time, the numbers that have been coming out of Cal Poly have been relatively small in the ag science program. That is not to say insignificant. The numbers have been small, but with each one that comes out that is someone who is going on to train 100's and 1000's of more students that come here to take classes in a whole variety of areas. We don't just train kids to go into agriculture, we train kids to be professionals. While we attempt to get kids to become more academic and better learners and become professionals, we are also trying to develop them as a person. So, the numbers that have been coming out of the program are small, but I would suggest that those numbers are increasing and will increase. Currently, we are working on a pipeline grant with neighboring institutions that will help to identify students in our programs who are ag science students. Who are interested in being an ag educator. Those students will be funneled into a tracked that will identify early. So, those ag science numbers will grow. It seems that the heart of the matter for the ag science division or program in agriculture is that the numbers are low and they have been low. I personally among others am working to solve that problem on a day to day basis. I am working directly with my students to identify them as future ag teachers so that I can put them into a program here and so that the ag science numbers will continue to increase. The percentages on a large program, those percentages can be a lot of people, but for percentages on a small program like ag science, can be the difference between 1 or 2 students. So, just because it is a small program, doesn't mean it is insignificant. I can tell you for a fact, when there is a

lack of teachers that are coming out in the agriculture profession, that one teacher is going to effect very drastically and in very large numbers when they don't exist. So, it may be one person, but they are going to affect a lot. So, the ag science program here at Cal Poly is absolutely necessary for the survival of our industry.

Man 1: Can I ask you a follow-up question?

Speaker 1: Yes.

Man 1: Obviously you are speaking to the recommendations from the \_\_\_\_\_ (04:28).

Speaker 1: That is correct.

Man 1: If the program remained intact and the College of Agriculture remained the College of Environmental Science, how would you feel about that? Would Agriculture Science ... \_\_\_\_\_ (4:44)

Speaker 1: Without knowing all the intricate details, understand from my perspective, without knowing all the details of what that would entail, I am not completely opposed to the College of Agriculture merging with or becoming a different title with different programs involved. As long as the Agriculture Science Program remains stable and we were generating students into a program that was consistent with what they are doing now, that was producing agriculture educators to go out and do what I do every day and was keeping the single subject credential intact with Agriculture Science teachers, giving them the supplemental credentials that they need to teach students at the high school, I would be open to that discussion.

Man 1: I am seeing nods up here. Is there a consensus? Is that generally...

Woman 1: I personally feel that the Agriculture College is its own college and keeping it as that college is vital.

Man 1: Oh, okay. That was this way. I just wanted to make sure. Thank you.

Speaker 2: My name is John Lindstrom. Class of '76, Architecture. I could elaborate more on all the things that were said. I have a quick two brief points that come to mind is that as a professional and as a licensed architect and alumni working in the industry and being currently involve din the college, it has become more and more apparent to me that the education that we receive here has to reflect what the industry and profession demands. That is, in my opinion, it has to function successfully and the only way to do that is a collaboration with the design professionals. Granted that we work with engineers and scientists more and more, but our strength is in the

community of design professionals because it is design primarily. If the college or university turns its back on that and says that is not important, it is better for us to align you with what we think is expedient and important for other reasons, then it really hurts us more than you can imagine. So, recognize what the profession is telling the university it needs to train us to do successfully out in the real world. As an alumni, and being heavily involved in the alumni association, we have come to recognize that someone that we want to have come back to the university first makes their connection with their major and then secondly with the college that they went to. If that grows and is nurtured, then they respond to the university as a whole. God only know that the college has struggled tremendously to get those particular majors excited again and we are so glad that urban and regional planning has come alive and has started a chapter again. So, they have identities. They will identify further with the school of design and then in turn with the university as a whole. This PNR proposal will wipe that out. The alumni will no longer have a connection with the university because they no longer have a connection with environmental science because it doesn't exist and there will be independents out there that will try to drum up support for a small portion of a larger school that we have really no relationship with. So, that is an important key that people have not figured out. That is part of the future as we move forward. How do we function here and now? How do we look in the next 10 – 15 years?

Man 1: John, can I follow-up with a question?

Speaker 2: Sure.

Man 1: You talk about the synergies of your profession with design professionals and engineers. Do you see that changing in the next 10-15 years? Do you see a growth in any one particular direction?

Speaker 2: I would have to go with what other people have said and the green and environment thing is the topic du jour. I think it is important, but we have gone through in the last 30 years a lot of different crisis type things in the design professions and as a whole we have responded to that quite well. As someone that can look at other resources like engineering and science and bring them in, but those resources have to be designed and put into place and we are the three that make those designs work and put those in place and bring all those elements together. As much as architects like to be great designers, we are masters at bringing a lot of different things and putting them together like landscape architects and urban planners. The more that we work together to do that, the stronger we are. It is going to be very hard on the profession to answer the question why is your university turning its back on this concept of collaboration and we need it now for expediency and other reasons, frankly, most of us don't have a

good and compelling answer to that. We have to look at a future of being together and working together and the university has to support that. Thanks.

Man 1: Thank you.

Speaker 3: Good evening. I am Stan Graden. I graduated from Cal Poly in 1969. I have been a practicing architect since 1977. I employ 42 Cal Poly Pomona alumni and even more from San Luis Obispo. That is the way it is. Something that I want to make sure that people understand is involved in having ideas about separating these disciplines out of the College of Environmental Design, the difference between design professionals and engineers is that we deal in shades of gray. Our world is not black and white. The decisions that we make and the work that we do for communities, buildings, landscapes, parks, whatever, are highly subjective. Even in our own disciplines we sometimes judge each other on a reward system and others, but it is not a black and white type of discussion we are trained to make. We need engineers, they do the black and white. They do what a lot of us can't do. The building stands up or it doesn't. Without them, we couldn't do what we do. If the architects become a part of engineering, in our profession there are what are called A&E firms. Most of us view those big businesses, if you give a lot of money, big E and little A. It means they are run by engineers. They are not creative companies, usually. The creative companies are the architectural firms. If an architectural firm has an engineering department as one of the disciplines and the architects are in charge as a creative entity. Our process is a creative process and is not black and white. As an architect, I wouldn't want a student to put columns in engineering in a program. It is not the way the real world is. People that are not in our profession, looking at it, trying to save money and consolidate, whatever, need to understand that is one of the biggest differences is that what we do in the classroom when we were here, in our own profession and working in a studio environment and interacting with other people in our offices, we are always trying to decide the best way to go, but there are three ways that we can go. It is not black and white. It is not like engineering. Thank you.

Speaker 4: Good afternoon, everyone. My name is Mark \_\_\_\_ (13:52). I am an agriculture teacher at Bloomington High School, just got tenure. I start my first day of school with a question that I pose to all my high school students, stand up if you are involved in agriculture. Usually there is maybe one if any students that will stand up at all. I ask another series of questions, have you eaten anything in the past week? Are you wearing clothes or have any type of shelter at night over your head? You are involved in agriculture. Again, stand up if you are involved in agriculture. And undoubtedly everyone stands up. That is just the tip of the iceberg. There is so much in agriculture and as was mentioned before, agriculture

teachers are sort of a different breed apart from most other education teachers. I don't know any other teacher that a one hour you are teaching floral design and another hour later you are teaching biology and an hour later you are teaching welding or mechanics and another hour later you are helping to deliver animals and how to administer shots. Your day doesn't end at 2:30 or 2:24 when the bell rings. It ends after judging contests, after your competition, after your meeting, after your training and speaking for other FFA events. It is a full time career and full time job. I don't know how else to put that. In keeping the College of Agriculture, the College of Agriculture Science degree within the College of Ag is very important because, again, you have access to all those different resources. I fear that it might be watered down if it was separated into other colleges such as science or education. I am not putting those departments down, but it needs to stay and keep its focus within the College of Agriculture. I have students right now that are applying to Cal Poly for next year, seniors and juniors that are considering coming here, and just because Cal Poly might not have as many ag teachers come out of their program, every ag teacher is very important. A lot of the ag teachers are inspiring other majors than the College of Ag for example animal science and horticulture engineering majors such as those. So, I have a couple of students who are applying specifically for Agriculture Science major here and I don't know what to tell them. Your major might not exist in a year. I don't know how I am going to break the news that these seniors that are really excited about making a difference and inspiring others not to pursue a degree in agriculture. I tell my students that there is so much more to agriculture. There are so many stereotypes that it is all production farming or that it is all cows, sows and plows, as they say. There is so much more in terms of engineering, landscaping part, every career in some way, shape or form is affected either directly or indirectly by agriculture. That is what I would like to leave you with today. Thank you.

Woman 1: Are there any other comments? I would like to thank all of you for being here tonight. We are going to try to get some audio files up on our website. I would like to ask Don Freemont to come back.

Speaker 5: First and foremost, I would like to thank you on behalf of my colleagues on the steering committee for taking the time that you did tonight to share your perspectives. It is very, very valuable for us. It gives us a perspective that we don't get from the campus community or from students. It is a totally different view and we appreciate the time that you took to come out tonight. Your vocal input is just one way that you can get information to us and inform this process. Melissa may...I think we already have up on the website a form for you to fill out, a written form, that will also help this process. What we will do is provide that information that you fill out back to the steering committee members who are working on those very initiatives so that they can have your input in

writing as well. Again, we are going to try to make a transcript of this, an audio transcript, so they can hear this as well. Any other questions before we let you go?

Man 2: I don't know if you have any questions of the alumni or the other people in this room that you can bring back to the steering committee. Are there any thoughts that we want to ask or any questions that you want to know about us?

Man 1: I will tell you something that has come across clearly that I hadn't ...the passion that I see in the collaboration with the different schools that are so important and how, especially, that ag is a different breed. I am going to remember that cows, sows and plows. I really want you to know that we hear your passion and concern, and it truly is a different perspective that the alumni bring to this table and the four of us will absolutely bring this back, your concerns and passion, back to the other members of the steering committee. We hear you. This has been an extremely valuable session. It really, really has. I really appreciate your coming out here and fighting that traffic and fighting, getting off work and spending your time here. It really, really has made an impact. I promise you.

Man 2: My understanding was that during the process there would be programs within the college and university and that would be public and part of the process of evaluating what is supported. That didn't happen or if it has, it hasn't been released. Can you give information on that?

Man 1: That may have been their intention at one point, but I really can't speak to that because I don't know what they intended. If they intended to go 1 – 90, number one first to ninety-three. What they did through the academic programs committee is provide a recommendation on every single academic program and documentation and that you can see what that is. That is what we are looking at as well.

Man 2: Is there a basis for the criteria between support.

Man 1: You are just reading the one line. You can actually go online and read the entire document. It is 213 pages. So, if you are having trouble sleeping at night...Actually, the first 16 pages of this is very informative about how they did get the basis of criteria to each program and each program got boiled down to a two page executive summary thing. The first 12 or 16 pages are very informative about getting you to that.

Man 3: We would encourage you to go online and read that part of the document and then the individual programs that you read the perspective. They give analysis as to why they arrived at those decisions. I think that is what you

are looking for is what was their process and how they arrived at that decision.

Man 2: That has been repeatedly described as a document that was written to be read, those 16 pages. That is a quick study. It is not quick notes, it is quick study. I would encourage all of you to read it if you haven't and to give us feedback.

Man 3: I think there have been very powerful arguments here and I beseech you to put this in writing and in that form and send it back to us because the stuff that I have heard tonight, that we have heard tonight, is very powerful and it would be...this will be transcribed and we will all get this again, but it would be very nice if we received this in a recommendation specific form.

Man 4: What is the next step here exactly? What are you guys doing for us?

Man 3: Okay. For the steering committee, there is actually a number of next steps. We have another set of campus forums tomorrow and looking at the academic program recommendations. There are at least two more student forums left. All the departments on campus, academic and nonacademic, have been asked to give us feedback on a recommendation based level. In other words, they are replying to us on individual recommendations and then writing a minority and majority. That is due to the steering committee by November 16. We have extended that deadline for our external community. We are going to take this through November 30 from advisory boards, from alums, from professional organizations and anyone else who wants to give a written or verbal feedback. We have often said that we will go to any of their meetings any time through the month and get the information to the steering committee. Ultimately all the information that the steering committee will get will be by the end of this month. Our process is to then dissect all that. Take a look at that and determine when we want to move forward by January 17, the steering committee plans on announcing our draft of what we are currently planning on sending forth to the President. The campus community won't learn about it when we send it to the President, they will learn where our thoughts are at the middle of the month. We will take whatever opportunity for us to hear them on those recommendations. Does that answer your question?

Man 4: Yeah.

(woman's voice, but unintelligible)

Man 3: When is the next student forum?

Woman 1: A lot of our programs that go \_\_\_\_\_(00:06)

- Man 1: It on the website if you look at the website, the timetable is right there.
- Man 2: If you go onto the [www.csupomona.edu/prioritization](http://www.csupomona.edu/prioritization), all the timelines all the data all the schedule is on there. Melissa is kind enough to follow up of what is on there. November 9<sup>th</sup>, choose credit, choose the next one \_\_\_\_\_(00:41). Yes sir.
- Man 3: \_\_\_\_\_(00:47) designed for students rendering a better sense of structure in the outside world with a better sense of how the body of knowledge, technical knowledge, technical knowledge is \_\_\_\_\_(01:06) especially what is the difference between here and there in the world of architecture and design. I am concerned about how that can be \_\_\_\_\_(01:18) and there can be better stronger confidence functionality. What we see in Africa \_\_\_\_\_(01:27) interesting perspective on what the structured knowledge and organization and functionality academically \_\_\_\_\_(01:42)
- Man 4: \_\_\_\_\_(01:43)This University really has a chance of becoming \_\_\_\_\_(01:44) for presenting an interesting pattern to the world of pattern of functionality known as structured organizational and facts. \_\_\_\_\_(02:00) knowledge based combination. \_\_\_\_\_(02:15)
- Man 1: We will certainly show those perspectives to the academic program and the members to see them, because I think they really appreciate that feedback.
- Man 2: The bulk of those people worked very, very hard to provide those recommendations and the world considers the University \_\_\_\_\_(02:55) school that is not driven by production \_\_\_\_\_(03:05)
- Woman 2: I understand the University is going to \_\_\_\_\_(03:14)
- Man 1: Well, yes and no. \_\_\_\_\_(03:16). The question was are other CSU's going to consider the same questions
- Woman 2: Right.
- Man 1: They are undergoing similar process. There are other campuses that are going through a strategic plan processes and for them it is very, very similar. Is it called prioritization and recovery? No not necessarily. There have been prioritization exercises in other campuses across the country and that actually both of the subcommittees actually took a look at some of those models across the country as they were developing the process here.
- Man 5: \_\_\_\_\_(03:55)

Woman 3: \_\_\_\_\_(04:08)

Man 1: That's a good question. When this process got launched, part of it was taking a look at where we were coming from, the early parts of 2000 in terms of budgeting processing and how it fits a Cal Poly. We lost over 25% of our operating budget and we are trying to recover from that, yet we are educating more students with a lot less money. I think the perception out there is that we recovered and we are back to where we were in 2000. In 1999-2000 it simply isn't so. So, not foreseeing any likely windfall of new money from the State any time soon, we have to figure out how to make the most efficient use of what we do have, so it is the recovery from those terrible last few years.

Woman 4: \_\_\_\_\_(05:09)

Man 1: I think that is part of the \_\_\_\_\_(05:16) arguments we heard.

Man 6: \_\_\_\_\_(05:25) Thank you.

Woman 5: Also \_\_\_\_\_(05:42)

Woman 6: \_\_\_\_\_(06:03)

Ma 6: I just had a question actually. In terms of the number one thing I am \_\_\_\_\_(07:46) but just curious in terms of culmination of the process, \_\_\_\_\_(08:03) we are an Advisory to make recommendations to the program, so the President won't make decision on things that we don't send over. I guess maybe \_\_\_\_\_(08:21)

Man 1: You know you bring up a good point. That is let's talk a little bit about transparency. One of the things that we kind of took a thematic approach back in the beginning is that we wanted to make every detail of our process transparent to both the internal and external people. One of the ways that we most immediately did that, we opened up those documents for people to read externally and that wasn't the case when we first launched it. So, virtually everything involved with prioritization, including now our meetings, is open to the community. Every document that we are going to read is going to be available for anybody else to read. It truly is that we are going to be reviewing, we are going to \_\_\_\_\_(09:32) minutes. The minutes for every meeting online, so this is one of the experiences, nobody thinks that this is being done sequestered, we are just doing this, developing our own opinions, backstab. We want to know, want you to know what we are reading because it is the same thing that you will be reading.

Man 7: Several years ago, when \_\_\_\_\_(09:58) University and volunteered on the Alumni Board \_\_\_\_\_(10:03) That is when I learned how much this University and others are hurting for funds because the State can't provide it all and a lot of things are different about out of State University's that have programs and fundraising program for the University connecting with Alumni, within the community and because of that a lot of \_\_\_\_\_(10:37) environmental design, we have planners, landscape architects, architects, \_\_\_\_\_(10:47) 20 to 40 people at best in that group. SO here we are trying to think of ways to help the University by raising money, but during one of the interviews we had, we all come from that College. We give a lot of time and so forth and we may not be as rich as some of those engineering companies, but we are doing what we can. Architect surveyed the community of clients we are having, most of the money, we are trying to help the University get money. I don't know how in my case, it is hard for me to relate to helping this University raise money if the discipline I graduated is all taken apart from Engineering and you don't think that is a lot of trouble. From a financial standpoint we are going to be better off because this is my profession and my personal involvement with the University is all this time I have put in and some of my other peers have, trying to help the University and what did we do that for. It is going to \_\_\_\_\_(11:51) raising money that I know you need and we are doing the best we can. In the group that is growing and getting some synergy. It is hard to get it started, it is like starting our golf tournament for the Alumni Association, it is a tough thing. But every year now we are raising more money and it gets easier. We have gotten things started that we think help the University \_\_\_\_\_(12:18), first thing and I would hate to loose that, and I think you would loose part of that. As I said in my letter to Dr. Arcese, he would loose it for real, because I am pretty upset about it. I am just one person I hope there are a lot more like me.

\_\_\_\_\_(12:44)

Man 8: Funding, I think funding is a big part of it right now because we are still linked \_\_\_\_\_(13:08) after the last few years, I think that the University is over the \_\_\_\_\_(13:14) it had to evolve and consequently looking at it for efficiencies and changes. I wouldn't say if money were involved we wouldn't be doing this right now, I certainly wouldn't say that 20 years or 30 years from now it won't be done again. But in my opinion this time around it is mostly money and efficiency driven. It is not about saving money, it's about taking money from those areas that are not performing as well in the overall aspect of the University sets out for itself and moving \_\_\_\_\_(13:34) around. So that the money is more focused on whether \_\_\_\_\_(13:47) based on numbers and things like that. It is not a

mathematical equation, we are certainly learning that. For everything you gave, there are challenges that go along with it.

\_\_\_\_\_(14:11)

Man 1: We need a calculator.

Man 9: I don't think it is totally money driven though. I think there a lot of the, as the University evolves, like the gentleman over there said, it's sometimes can be a grab bag. So a lot times, it is just a refocusing, a real self-reflection to see where the synergy's line up and are they still lining up the way we think they are. It is just a way to really take a look at yourself and say do these things still make sense. SO it is not all dollars and cents.

Woman 7: If I could, I think the visionary aspect is certainly there and especially on the report of the academic program. We keep asking you to read those first 16-18 pages. They really took a chance to sit back and look at the whole University that people in \_\_\_\_\_(15:13) may not see what is happening in \_\_\_\_\_(15:14) so probably look across and I think one of the themes that came out was the issue of environmental related kinds of issues that really span the entire University that somebody in a single department or a single college may not have the perspective, so in that sense this whole program is pretty revolutionary and is quite wonderful really when you look at it from the context that they are coming from. I think when you break it down piece by piece, the problems piece by piece and maybe even some bigger pieces that there are other concerns that have to be brought in that maybe they didn't see or maybe we are not aware of and that is why we are having these forums to learn what pieces are missing so we that can watch out this original kind of way to design. I certainly respect the designers, but we need to make it real soon with bodies and see what really seems to not only be visionary by appropriate in putting it together.

Man 10: Just a comment and some of it is based on what Stan had said, also being a part of the Partners Circle and some information that has been provided to \_\_\_\_\_(16:27) and some of the current way of doing things when it comes to budgeting and cost and we run against them many of our projects in private practice to value engineering, does this value education. Is this the value system that has to be looked at from its structure just to kind of reevaluate the cost of going into it and coming up with a white product that doesn't loose the quality, but it seems based on the program that you are proposing, does reduce the quality. The impact that it has on the outside professional is major and the support that you are getting right now from them, trying as we are in the allied professions to strengthen the program to give more recognition to \_\_\_\_\_(17:16) and try to lure support from our clients or others I would say sources we might have from outside, to do that is going to be very difficult to sell. Then I begin to think based

on some of your discussions we have had and no offense to any of the students that are here, but have you visited the tuition relationship and how you compare Cal Poly to the other SLO or UCLA or the other State University's that we are I believe the lowest. Now isn't that something that is apparent, that needs to be a little more balance that provides some meaningful amounts of financial support to continue with the programs or anything regroup, \_\_\_\_\_(18:07) by dilution of the systems that you currently have. That to me seems either I am not reading it right, but it seems quite basic to me.

Man 1: We are under, there is a mandate and tax scrutiny from the legislature that accesses the huge issue and accesses based not on just seats in the classroom but the accessibility in terms of being able to afford tuition. So we can't just raise tuition. I believe that we are under funded. I believe that tuition should remain, keep things as accessible as possible, but we are getting to the point that we are, the breaking point. We can't just raise tuition.

Woman 8: If funding is a concern, I understand looking at it from a tuition standpoint, you would jeopardize your reputation

Man 1: Not our choice.

Man 2: \_\_\_\_\_(19:09)

Woman 8: I am posing that question.

Man 2: Absolutely.

Woman 8: When I had to make a decision in 1969 to choose an education for landscape architecture, I only had two or three choices. Everyone I talked to from the Federal Government on down said if you don't go to Cal Poly Pomona, you won't be able to get license and you won't make it in this profession. I hate to see that whole reputation, I would rather pay, have people pay another \$1,000, \$10,000 a year. The choice for landscape architects as Bob said earlier, they can go to Harvard. If someone is willing to pay \$30,000, \$40,000 a year to go to Harvard to get an education in landscape architecture to be a leader in landscape architecture, as opposed to coming to Cal Poly, where we have a reputation a lot longer, like I said, it is dollars and cents. As an employer and a business woman, you have to balance both sides of it. I certainly do not want everything to be on the expense side, or reputation side, as opposed to increasing the income.

Man 1: One of the things if you noticed, there is 123 programs actually, 123 recommendations and several of those talk about merging. The

recommendation is to merge and the reason for the merge is to salvage those programs that have for some reason been small, might have very high quality, but you have to look at some of the dollars and cents because \$10,000 and we are only getting \$1,000 that is a problem. As a business woman you see that. SO one of the reasons some of these mergers are for some of the smaller programs is to save them and not just look at it strictly as a dollars and cents side. A lot of this is trying to save some of these quality programs.

Woman 8: But if you are only looking at a dollar and cent standpoint, and ignore the fact that you can lose that whole program, then you are \_\_\_\_ (21:13). If you want to have people come into that program, you don't know what is gainful, there are not other dollars coming in.

Man 11: \_\_\_\_ (21:23) that is the cost of doing business. We have to figure out a way to pay for it. That is really what it is.

Man 3: If you have been around long enough at Cal Poly you are going to know the only thing more valuable the money is sense.

Man 11: \_\_\_\_ (21:53) there has been a shortfall here and the potential for actually doing something about it is great. \_\_\_\_ (22:34) University's are barely involved the chance of there being some potential for leadership and going forward something can be done \_\_\_\_ (23:06) and cooperation is high. \_\_\_\_ (23:10)

Woman 9: \_\_\_\_ (24:09)

Man 1: No, no I think you need to read the recommendations. I think you need to read that document very closely because all of those programs I believe are spoken of very highly \_\_\_\_ (24:30) so read that.

Man 12: \_\_\_\_ (24:40) as many programs as possible and when you look at it that way, of the 23 campuses, there are only two that support and successfully support \_\_\_\_ (25:15) where you have lots of engineering schools, some very good like ours, some bad that stink and there should be more regional approaches as to how we say to people we are the best programs are going to get support rather than \_\_\_\_ (25:32) nomenclature for the purpose of God only knows what. I think that is \_\_\_\_ (25:38)

Man 1: Once again, thank you again for joining us tonight and coming we really appreciate it. I encourage you to go to the website, read the documents that are available to you, get the written feedback back to us. Follow along, you can see when we are making our recommendations, you can read what other people, sort of the internal and external community are saying. Thank you very much.