

Cal Poly Pomona Prioritization and Recovery Initiative
Support Program Recommendations
Open Forum – Oct. 30, 2007 (Bronco Student Center)

Ron Fremont (Steering Committee): Welcome everyone. My name is Ron Fremont and I am the AVP for University Relations and a member of the Prioritization and Recovery Steering Committee. This is an open forum to address the support program recommendations. This is an opportunity for you to make a statement to the Steering Committee on any of these recommendations. We are going to give everybody two minutes to make a statement. I will try to let you know when it is 30 seconds or less and then we are going to ask you to wrap it up. I think that the window of time we have that literally everybody who is going to want to talk today will have that opportunity to voice their opinion. And we are truly interested in what you have to say about these things. After you have spoken the Steering Committee may ask you a question if there is something that they – as they heard what you had to say, they may want to say, I want to follow up and ask you a specific question. That will not obviously impact your time. If they do not have any questions we will thank you and we will go to the next one. Let me introduce the people that are with us today. On the far right is the Vice President for Administrative Affairs, Dr. Ed Barnes. Next to Ed is the Vice President for I&IT, Dr. Debra Brum. Next to Debra from procurement, our staff representative, Becky Pepping. Right here we have our interim Provost, Dr. Herman Lujan. And the Executive Assistant to the President, Sandy Davis. From the Library, Ann Morgan. So we are here to find out what you have to say about these things and again, I am going to find out from my colleagues over in I&IT when they are ready to record the conversation. And they are giving me a thumbs up. So are we recording now? And you are hearing it okay? So we are loud enough. Does anybody have any questions about the ground rules? All right. Then I would ask you to line up, take the mike, and begin.

Judith Sheine (Architecture): I am not sure I need it.

Steering Committee: Okay, well, we just want to make sure that [overlapping voice].

Judith Sheine (Architecture): Can I just remove it?

Steering Committee: Sure.

Judith Sheine (Architecture): Is this actually working?

Steering Committee: Yes, it is. It is recording. It is not amplifying.

Judith Sheine (Architecture): Oh, it is not amplifying. Okay. I would like to speak about the recommendation to sell the Richard and Dione Neutra Research House 2 which is an asset for our college. It is an incredibly important asset for the college. Richard Neutra was a world famous architect who died in 1970. His widow, Dione, left the building to us partly because Richard Neutra had a long term relationship with the college as a critic, a guest lecturer, and as a teacher. It is an incredibly important association for us. The house is actually far more famous than the university or the college or the Department of Architecture. Should I have identified myself?

Steering Committee: That is a good idea.

Judith Sheine (Architecture): Sorry. I'm Judith Sheine, chair of the Department of Architecture, and I am on the advisory board for the VBL House. We have – we do understand that it is in need of repair

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and money needs to be put into it, but the Getty did give us a \$75,000 grant to do a Historic Structures report and we now have Raymond Neutra, who is the youngest son of Richard Neutra, who has just retired and is spearheading a fundraising effort that so far seems to be going in the right direction. We just think that we should give this extremely serious effort, the first serious fundraising effort that has been given for the house, at least five years in order to judge whether it is possible to raise the money or not before we even consider selling this incredibly valuable asset, which is used constantly as a learning tool in classes by both me and associate professors Lauren Bricker and several others.

Steering Committee: Hold on just a second. Thank you. Do any of the members of the committee have any questions for Professor Scheine? Okay. Thank you. And if you could introduce yourself that would be great.

Lauren Weiss Bricker (Architecture): I am Lauren Weiss Bricker. I am an Associate Professor of Architecture, and I certainly want to underscore Professor Scheine's comments. I would like to add further that there is a tremendous curricular potential to the house. Professor Scheine has mentioned that we use it frequently for receptions and reviews for studios, but given the nature of what – of the design of the house and Richard Neutra intentions that are really very much sort of one could call it an environmental sensitivity absolutely on par with our current commitment to sustainability, it would be extremely shortsighted for the University to dispose of this property at this time. Secondly, we have a very active historic preservation program within the Architecture Department. There is considerable interest in preservation in URP and in Landscape Architecture. This is, in essence, a laboratory, for the analysis of techniques and approaches to historic preservation particularly given the current commitment to and interest in preserving what is referred to as the recent past, that is, buildings that essentially postdate the Second World War.

Steering Committee: Thank you. Thank you. Any questions? Okay. Thank you very much.

Aida Morad (Public Affairs): Okay, Hi, I am Aida Morad, Director of Public Affairs, and I wanted to just bring to your attention and also perhaps get some additional feedback from the campus community about the Recommendation Number Seven about more enhanced communication across the university, and I wanted to just address that a little bit because I think it is a really – I think it is extremely significant. It is actually quite a breakthrough because a Public Affairs Office is really, when you think about it, the institutional voice of the university. Whenever we have to address any crises or address the media or address major constituents such as alumni donors, as well as obviously informing our campus community, and we also maintain the graphic standard, the look and the feel of the university. But obviously, you know, we are a very small department and our skills and our resources can only go so far. So this recommendation to provide pretty much what would look like a first step into creating some kind of a centralized or a more cohesive communication plan across the university is really a remarkable, remarkable thing that can only enhance the university image, our brand, any marketing plan, you know, consistency in look, consistency in focus, in direction. I mean obviously there is going to be – it is going to take a while to develop something like that, but this is a really first step. And, you know, one of the things that, you know, two minutes? Oh, okay. Could I come back in line? Okay. Well, thank you.

Steering Committee: Any questions for Ms. Morad?

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Lisa McPheron (Public Affairs): Hello. My name is Lisa McPheron. I am a Senior Communications Specialist in the Office of Public Affairs and I want to express my support for Recommendation Nine, Common Campus Calendars. Also as a member of the Planning Disruption Committee I have observed a great need to have one – a one-stop shop place for information on events on campus. The current master calendar that we have now is antiquated and it is not as used as a newly designed website could be—I am sorry, web page. So basically I am just here to express support. I think that there is need for this. And that is all. Thank you.

Steering Committee: Thank you. Questions?

Uyen Mai (Public Affairs): Hi. I am also in Public Affairs. I just wanted to say that I completely agree with Lisa. From what I understand Student Affairs requires that people in the different organizations in Student Affairs sign up their events in the Master Calendar so that people do not have competing events. Like if you are in Student Affairs you do not want your event to be competing with somebody else in Student Affairs because you are all working together. The same with other organizations across campus, and a universal campus calendar would really help so many organizations on campus. We can make sure that our events do not complete with one another, and if we find someone else doing a similar event we can make sure that maybe we could work together then. So it just seems to me to be an excellent idea. Please support the Universal Campus Calendar. And also please consider recommendation Number Seven just because the idea of having a more strategic, unified communication on campus would be so wonderful for the campus as a whole. Thank you.

Steering Committee: Thank you. All right. Other comments. Go ahead, Debbie.

Debbie Jackley (Student Health Center): Debbie Jackley, Marketing Coordinator for Student Health Services. Just wanted to echo what we have heard from Public Affairs. Having been on the campus for nearly 14 years, I have always felt that we have been missing in a cohesive, concerted effort to bring out a common look and feel, and I thought strange when I first started that we did not have a marketing department on campus, that everything was done piecemeal by each unit or department. So I think that is a really good idea to get that a little more centralized than what we have been. As an event planner over the years, too, I have struggled with the frustration that we do not have a common campus calendar. I like the idea that the calendar would also hopefully be tied into an event planning location so that there would be a process and place that would require someone to put an event on the calendar maybe tied into reserving a spot or reserving a location because if we leave it up to people to put something on a calendar themselves, it is not going to work. But if it is tied to something that also has a process in place so that this is just one piece of that event planning, I think it has got – it is going to go far. Thank you.

Steering Committee: Thank you, Debbie. Questions? Okay. Others, please. Do not be shy.

Tom Munnerlyn (Career Center): Hi. I am Tom Munnerlyn, the Director of the Career Center, and I am going to address Recommendation Number Eight, One-Stop Shop for Event Planning. I know that the panel here is not here to answer questions on this. There is not a lot of detail in here that says should identify one office that will coordinate and streamline the process of scheduling campus events.

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It sounds good, you know, to coordinate what day are certain things on, and when you are planning events on that. The second part is to establish the business process – practices that will make it successful. Just not sure what the business practices mean and I know you are not here to answer that. I – you know, it kind of makes us in between where we are in supportive of kind of a central place that might coordinate those events. You know, one of the things if you – everyone is probably familiar with our big Career Day events out on the quad and in the gym. Those things are huge to really put on. It takes almost a year to put those on, events, things like ordering tents and tables, that kind of thing. That would be great if there was a central thing and somebody could take that out of our hands and do that, a piece of it. The transportation, accepting the large displays and employer sends, but not take that piece of really developing – especially with our employers. That is just one aspect of the Career Center here coordinating all career resources for our students, that – building those relationships with employers. And that would kind of hurt our Career Center in taking that piece away from us, if that was completely taken away, from one kind of central events planning situation. And, you know, it has been our experience that employers prefer an established single point of contact with respect to navigating both the logistical and experiential aspects of their career experiences here at Cal Poly, Pomona. Thank you.

Steering Committee: Thank you, sir. Are there comments? Not everybody at once.

Barbara Burke (College of Science): Hi, I want to...

Steering Committee: Could you introduce yourself?

Barbara Burke (College of Science): Oh. Barbara Burke, Director of the Science Educational Enhancement Services Program in the College of Science and also a Professor of Chemistry.

Steering Committee: Thank you, Barbara. It is just a recording device. It is not a microphone. So we are capturing what you have to say.

Barbara Burke (College of Science): It does not matter where I am.

Steering Committee: That is right.

Barbara Burke (College of Science): Okay. *[Speech is very sketchy and skips words and parts of words]* I wanted to respond to Recommendation Number 110 and what I see there is that we—or you, somebody—wants to gather 16 (*unclear*) and yet to me I see significant differences between them and that none of that has (*unclear*) and I am wondering how this coalition going to be formed and which programs are going to be pulled together—I mean that was the implication of what was in that—what is going to be eliminated, you know, and who is going to be making these decisions. And I guess the other thing it just seems to me is these 16 things were grouped together in kind of an arbitrary way. I am not – it seems arbitrary to me, you know, for me looking in. And so I guess I just want to register my objection to the Learning Coalition because I am not sure I see an advantage of putting those 16 programs together. I mean I can see where there is some overlap, but – it seems to me that should have been addressed, you know, Program A had these strengths, these weaknesses, and I do not see that

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anywhere where each program apparently was not addressed, you know, as to what its strengths are, what its weaknesses are. Hmm?

Steering Committee: That is two minutes.

Barbara Burke (College of Science): Two minutes? I am done?

Steering Committee: Questions for Dr. Burke? Yes.

Steering Committee: Ed Barnes here. If I could just suggest to everyone that the comments that you have are all valuable to this process, so we have them recorded, but we also have feedback by way of the web-based written forms and process. So I would encourage you all to submit your remarks that way as well.

Steering Committee: Okay.

Ann Morgan (Library): Hello. I am Anne Morgan from the library and since none of my colleagues showed up I feel compelled to speak a couple of things. The librarians share the concerns that Barbara just mentioned about the Learning Coalition because our instruction program was folded into it. We think that there is a lot of that could probably be benefit from that, but we also have a lot of the same questions that Barbara had and will be submitting a comment about that. And I also need to speak to Recommendation 18, Library as Place. The Committee saw this as just a dressing or renovation project and that document did include the, you know, things—issues we are facing about moving into our new space. But it also included a lot about how we are going to deal with and operate with a much larger space, a much expanded space with a staff which is less than we had when we started plus more computers, more computers to be maintained and that type of thing. So we believe that the committee just misinterpreted what we were writing as far as that the Library as Place document.

Steering Committee: Thank you.

Melissa Riordan (Alumni Affairs): Hi. My name is Melissa Riordan and I am the Director of Alumni Affairs and I just wanted to show my support for Recommendation Number Eight, specifically the idea of having one centralized event planner. In Alumni Affairs we do several events and we plan for these a year, sometimes 18 months ahead of time, such as our golf tournament, our Professor for a Day Program, our Distinguished Alumni Event. We also participate in other campus events such as commencement and Bronco Fusion and what I like the most about Number Eight was the experience centralized event planner. For a long time we have kind of been without someone to look over contracts or to help us with booking a room, even something as simple as booking a room for an Alumni Forum that is happening next week. The number of phone calls I had to make to try to find someone to help me to just book a room—and if there was a centralized office or a person, it would be great to have that here on campus. So. I will also fill out one of the forms that is online. And thank you for the opportunity.

Steering Committee: Thank you.

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David Patterson (Environmental Health and Safety): Hi. I am David Patterson, Director of Environmental Health and Safety, and I especially want to talk about the Environmental Health and Safety Recommendation One. I appreciate the task force, your group, looking at it and giving it a favorable review. And I would like to speak in support of it. I would just ask everybody to take a hard look at that. Our proposed Environmental Health and Safety will allow us to expand Environmental Health and Safety back up to the levels that we used to have. It was drastically reduced from eight people down to about three people right now, and it also helps us support the educational process, which is what this university is all about, and expand in those things and keep our people safe here at this Cal Poly campus. So I appreciate your time. Thank you very much.

Steering Committee: Thank you.

Steering Committee: That is all right. Do not be shy, Karen.

Karen Capestro (Career Center): No, I will not be shy. My name is Karen Capestro. I work in the Career Center and part of Recommendation Number Eight is job fairs. It just happened to be tacked on there and I like coordination of events throughout the university, but I do not see where job fairs is a fit because as Tom said before, it is really a relationship. So I do not see where actually job fairs kind of fit into an overall blanket—or even maybe like the Wellness Fair. They are kind of their own little special entity, so that part, when I saw Job Fairs, I had of had a big question mark. It was like What? Why would somebody do that in a central location? But I do agree with the fact that we do need a central location as far as scheduling our events and also doing the master calendar and then also having to do a special event form through OSL. It just – it has not worked for quite a while and it even gets more disruptive as we get bigger events and we have so many different entities involved. So. Anyway, so, I guess good news/bad news. I support part of Number Eight, but I do not support it from the fact of having Job Fairs or the Career Center events into them. So. Thank you.

Steering Committee: Thank you.

Koji Uesugi (Student Support and Equity Programs): Good afternoon. I am Koji Uesugi, the Interim Executive Director for Student Support in Equity Programs. I would like to echo what has already been stated earlier about Recommendation Number Six in terms of learning coalition. There is no arguing that on a learning centered campus for students who have a need for various student support programs – learning support programs that they have access to these. And the idea conceptually of a learning centered – a learning coalition may address some of those needs so that all our students on campus can receive support to enhance their academic progress. But in terms of the report and how this recommendation is stated under Recommendation Six, it does raise a few questions for us. Because – specifically because of the diverse nature of these programs, there is one sentence in particular that caught my eyes. “Students are referred to these types of programs by advisor or faculty, by other students, and by staff often in an ad hoc manner.” Now for a program like the Educational Opportunity Program, EOP, which has been in existence for over 38 years in the Cal State system, students have to apply to this program, they are admitted, and there are strict guidelines in terms of what kinds of services these students need to have access to and to – and are required to demonstrate in terms of academic performance in order to succeed at the university. And so this learning coalition, where it really calls for bringing together all these very diverse types of programs, it really raises

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questions about how – what this will look like. Are the need – students like – students who fall under programs like EOP, will their issues and needs be addressed? And in terms of service delivery, will those who provide those services be trained to understand the diverse backgrounds of our students in a different – diverse needs that these students have? So really we are looking for more answers in this process. In terms of the way it is currently it raises a lot more questions for us.

Steering Committee: Thank you, Koji.

Phyllis Nelson (Electrical and Computer Engineering): Hi. I am Phyllis Nelson from Electrical and Computer Engineering and also one of the co-directors of CM3D and I would like to – although my comments do not have to do with CM3D thank everyone for their endorsement of our efforts. One of my concerns is that I have taught on other campuses as a lecturer before I came here and I find that a lot of our students because of the pressures that they are under have bad experiences with tests and tend to get into a test anxiety kind of a situation. And unlike some other campuses where I have taught, I have been very frustrated in trying to get some sort of effective help for those students. It seems to be fragmented. It is – you know, I have been told to send people to CAPS but there is a real social stigma for people to go to CAPS. I think there are well known methods for dealing with this kind of problem and we have a huge number of students who have it because of the kinds of pressures that they are under, and I would like to encourage as part of the Learning Coalition that we look for a way to identify a supportable and sustainable way to help those students. Thank you.

Steering Committee: Thank you. We will not go two hours, folks. [Laughter]

Frank Torres (Learning Resource Center): Good afternoon, or good morning, good afternoon. I am Frank Torres, Director of the Learning Resource Center, and I just wanted to voice a couple of comments related to the Learning Support Services and I know that Dr. Burke said a few words about that. Koji said some more words about that, and since the Learning Resource Center is part of the Learning Support Services here on campus and that would be I guess Number Eight – or is it Number Six? Number Six. Recommendation Number Six. I just wanted to say a couple of things about – good things about it and some possible problems related to it. The good things are that the Coalition, I think, is a great idea. I think that all the units included in that Coalition do things that are similar in some way. They all work with students. They all try to retain students, and they all try to graduate students from Cal Poly Pomona. And as we know, graduation is crucial. We want to graduate every student that comes to Cal Poly Pomona. And all these units try to do that. The dialog that I think the Coalition could bring about I think is great, too. We need to talk more together. I think a lot of us already do a lot of talking and we collaborate in many wonderful ways. And I can see more of that happening with this Coalition. What are some possible problems? Well, one possible problem, and it has not been mentioned yet, is that the Learning Resource Center for one, and Arches for another, deal with very specific populations, and as Koji said, these are not students that are just ad hoc students. These are students that are carefully selected because they have to meet federal guidelines to be in the program. They have to be either first generation and low income students, or underrepresented, or students with disabilities. Two minutes? Okay. Thank you.

Laura Ayon (College Reading Skills Program): Hello. I'm Laura Ayon, Director of the College Reading Skills Program at Cal Poly, Pomona. And I am following up Frank because I knew he was

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going to run out of time to mention all of the things we have talked about. I would reiterate that there are some positive aspects that would come out of a learning coalition and being maybe closer in terms of proximity on campus, but I just want to make sure that the differences and the constraints – the issues of constraint are considered. One of the things we talked was budget. The program that I work for is a trio program so the money comes in from the department of education and there are several other programs on campus that are funded through the Department of Education, which means we cannot serve all students. We have regulations and limitations, and we cannot collaborate in certain respects. There are just so many different regulations that have to be kept in mind and unless you understand those regulations you would assume that we could just clump these programs together. In actuality we cannot. We have to be considerate of the population we serve. What else? They have to meet certain criteria. There are certain items that we cannot purchase. We cannot pay for space, for instance. So there are just a lot of things to consider, and I would – you know, we are going to make effort to make sure that these issues are – excuse me – are addressed so that it is understood what those differences are. Let us see. Sorry. I was not as well prepared, but I knew I would have to follow up. But I guess Rick will take over. [Laughter]

Rick Quintero (LRC): Good afternoon. I am Rick Quintero. I am Associate Director of the Learning Resource Center and Executive Director of Upward Bound Programs here on campus. And basically with regard to Recommendation I believe it is 110, the recommendation which is the Learning Coalition, certain elements of the Learning Resource Center would be great for that, probably our ASI Tutoring Program—our programs that are basically state run. But those that are operating under a grant, they have very specific objectives that they were funded for, so we have to adhere to whatever the guidelines and the federal regulations are for those particular programs. So collaboration is a great thing but we cannot commingle funds and we cannot service students who are nonparticipants in our program. So it becomes a bit of a problem because our Learning Resource Center is made up of ASI monies, state monies, and federal monies, but we are all one unit, so that becomes a sticky wicket for the group. So I just wanted to bring that to your attention. Thanks.

Steering Committee: Thank you.

Curtis Clark (I & IT Web Development): I am Curtis Clark. I am one of the Co-Chairs of the Support Programs Committee and I would like to clarify some things about the Learning Coalition. I want to emphasize that it is a coalition. It is not a monolith, and I also want to emphasize that there was no intent, at least in my view, by the committee to say that funding sources needed to be combined, admissions needed to be combined, or students needed to be assigned haphazardly. What our concern was that there are a lot of students that do not find all the resources that they are eligible for and that they need, and the purpose of a coalition is to make sure that every student gets all of the help that she needs, all of the help that she is entitled to, regardless of what unit it comes from. Thank you.

Steering Committee: Thank you.

Vicki Calderon (Student Support and Equity Services): My name is Vicki Calderon and I am in the Student Support and Equity Services Program, and I am very grateful to you, sir, for that added information. I think we are all looking for more information about each one of these different

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segments. I do not know how familiar everyone on the committee might be about the Educational Opportunity Program, but it was, as Koji said, an out – it is from a state mandate, the Harmer Bill 1072 from 1969, in which the CSUs were mandated to provide certain services to low income students. And just to make it really specific the Educational Opportunity Program enabling legislation of March '69 authorizes the CSU to provide grants and where appropriate educational assistance for students from economically disadvantaged backgrounds who display potential for success. Some of the programs which are required by this state mandate are those of tutorial systems, advising and counseling, and a summer program, not to mention the EOP grants. Those are things which are mandated to the CSU and I did not know if everyone was aware of that. But thank you for your enlightenment, sir.

Marisa Navarro (College of Business Administration): Hi. I am Marisa Navarro. I believe I am in a unique position. I am a Public Affairs Officer for the College of Business, so if one of the proposals is passed for the University Communications, there would be a lot more of me, and I support that. I think that is a good thing. I have a really good relationship with Public Affairs. We are working to get more exposure for the College of Business Administration, and I think we are all in agreement there are so many great things happening here. There are so many great student stories, faculty achievements, that we could all do more to promote that to the community.

Nadia Swerdlow (Academic Support and Learning Services): Hi. My name is Nadia Swerdlow and I just started here in late July in a brand new position called Director of Academic Support and Learning Services, which is an interesting position to be in because I have been pretty much – I mean I have had to get myself on board, nor have I been any part of any of these conversations and I have learned about them through working with the areas to which I provide oversight: Learning Resource Center, Writing Center, EAP. What else do I have? Health Center. Okay. One thing that people have brought to my attention is that EAP, the Early Assessment Program, as well as Upward Bound, and it was not Upward Bound who brought this to my attention, they are high school programs. Really, I would like to build on what Barbara started in this conversation. They are not really mentioned, nor do the – nor does the EAP director know where she fits. And so I think the conversation that you said that we are going to be having about this might be a really great time to reaffirm the school's commitment to high school support. The question that I have been asked regularly is, well, what do they contribute to the college? And I think that is a really interesting question that perhaps the Learning Coalition could help ask and answer. So, thanks.

Steering Committee: Has – would like anybody else like to speak before we start hearing people a second? As long as it is on a different topic.

Aida Morad (Public Affairs): Aida Morad, Public Affairs. Actually it is really more about process because what I am hearing is, you know, a lot of people are liking some of the specific recommendations and there appears to be, you know, some suggestions for tweaking like, you know, taking out the Job Fairs or, you know, not – you know, they love the coalition but not this way, that way. So it seems that – and I would like to get more clarification about the process that if we are filling out our evaluations for these recommendations, we have to take it as it is, so either we say yes, we like it wholeheartedly, or no; or do we say, yes, there are lots of good things here but we would like some of these things changed. You know, how does that work? Because it is almost like a proposition on the ballot. You know, you are either for Proposition 52 or you are against Proposition 52. You

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cannot really say, you know, I would really be for it if you would just strike out this one line. And, you know, this is part of the process for enhancing the university, so having that flexibility to be able to, you know, communicate in that way as opposed to an all-or-nothing. I almost – I feel like it is an all-or-nothing and I would like to get more clarification on, you know, what happens when you receive our feedback, and can we, you know, offer those suggestions; and will those be communicated forward? Thank you.

Steering Committee: Thank you. Professor Self, come on down because you might want to introduce yourself. I know you would.

John Self (Steering Committee): Thank you.

Steering Committee: Thank you.

John Self (Steering Committee): Oh, golly, my beeper is going off, sorry. The clarification is this. First of all, that – I am John Self. I am the Chair of the Steering Committee. These are the Steering members. But anyway – the clarification. That is a good question. And the clarification for that, I think, is that you can do it – you can read it black and white if you want to, but there is a part in there that says with modifications. And so we would love to hear what your modification is, so it is not just black and white, and it is not like a referendum on a ballot. We do not want it to be like that at all.

Len Vandergrift (University Writing Center): Hi. My name is Len Vandergrift. I am part of the University Writing Center and the Program Coordinator there.

Steering Committee: It is actually not a microphone. It is just recording. So you are fine.

Len Vandergrift (University Writing Center): Thanks. I will speak up. My name is Len Vandergrift. I am the Program Coordinator in the University Writing Center. We are under the auspices of Academic Affairs. EOP and LRC are part of Student Services. So I think one of the questions that we both have is what kind of direction would such a coalition like Recommendation 110 – what kind of direction would something like that take? We work together very well. EOP and the Writing Center are both in Building One and we have developed a very good relationship as a result of that, but we have also – the Writing Center, and I think EOP also, have also developed a very good relationship with faculty development, and one of the Writing Center's mandates is to also promote faculty development in addition to providing Writing Center services to students. And so I think one of the questions that the – I think one of the issues that might come up with Recommendation 110 is what direction would it take, especially when consideration that one-half of that coalition is funded by Academic Affairs, the other half is funded by Student Services. Thank you.

Steering Committee: Thank you.

Norma Leon (Student Support and Equity Programs): Hello. My name is Norma Leon and I work in Student Support and Equity Programs and I want to speak on the idea of having a building where a lot of the support services come together. I want to say that I thought that was a really good idea and we want students to know where to go to get services. And then it also occurred to me later, though,

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something to consider is that some of these advising communities, the students, they may feel more safe if they are probably able to go to places where they are not identified by everybody, where they are not seen by everybody. For example maybe some of the students in the Disability Research Center, maybe some of the students in (*unclear*) or I do not know even if counseling, Psychological Services was meant to be in there. But to keep in mind that these advising communities the students may want to remain anonymous where then if they are all put into one building it might create a different dynamic.

Steering Committee: Has everybody had an opportunity?

John Rotunni (College of Engineering): John Rotunni, College of Engineering, work for the dean's office. I would like to address number 114 if you are looking at the big numbers, and ten if you are looking at the small ones, which I think is really confusing and something should have been done to keep the same identification on these things in both places. Anyway, for the implementation of card access to the campus, centralizing it certainly would make a lot of sense, but the colleges, the individual departments are probably not going to want to give up the responsiveness of having it located next to them, which I can see being a problem and you might have to be prying it out of the dean's hands.

Steering Committee: I will give you an opportunity to collect your thoughts if you still wanted to respond, but I am going to remind everybody that we are recording this and we are going to data test something different, at least for me, and there is some company that is going to be able to take the tape and send it off and then they turn it into a written transcript. And all of these written transcripts from every event that we are doing are going to be available on the website. So we encourage you to keep up with that, you know, read PolyCentric. Go to the prioritization website, see what new information has been posted there, and stay informed that way, too. So you will be able to hear – or at least read what the discussions were going on, even if you were unable to attend.

Unidentified: What is the difference?

Steering Committee: Deadline for the written comments, the department based comments, is November 16.

Unidentified: (*unclear*)

Steering Committee: I suspect that that could happen in the next 24 hours, would you not think? The form. The online form. Very soon.

Unidentified: Okay.

Steering Committee: Okay. All right. The counsel that I would give you on that and that is that – yes, there are two person departments sometimes. I mean or at least what we would think about if from. You and a colleague make up this department. Come together, determine what you want to speak to, and identify yourself. The committee went down this path because we did not want 13 people from the same department all writing a form. We wanted people to come together, develop a

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consensus opinion and a minority opinion ensuring that everybody's voice is heard and even additional minority opinions if that is necessary so that the Steering Committee as they are reviewing the documentation has a concise, well thought-out, formatted statement about those things as opposed to people all over the place. Is that fair to say?

Unidentified: (*unclear*)

Steering Committee: Yeah. The form is going to be made available to everybody. Again we are looking for, you know, those people that come together and you identify as your department. Now it is also important to remind everybody that whereas you can fill it out online, it will not be formally accepted unless there is a signature on that form turned into the Academic Senate Office by November 16 so that we know that the signatures on there represent the opinions of the people on that page.

Steering Committee: It is much more powerful to send in one department's feedback form with 18 members in it. It is much more powerful. Thank you. It is much more powerful to send in one departmental feedback form that says 17 out of 18, or 18 out of 20, much more powerful, than to send 17 individual ones. One out of 17. So – and the other thing about that is that if the purpose of that signature list is not to invade the privacy. It is – the purpose of it is to make sure that we are getting bona fide people and not somebody that is making up somebody for an agenda, somebody saying, yeah, seven out of ten, but who are these seven out of ten? That is the only reason for the signature sheet. And remember that you do not have to identify these are the majority, these are the minority. It goes into one pot kind of thing so that nobody can say oh, you voted that way.

Steering Committee: Ultimately if the form shows that seven of the ten people in the department took part in the dialog however that is divided into the minority or majority opinion, there are seven signatures. Please.

Margarita Woody (LRC): Hi. I am Marguerita Woody and I work in the Learning Resource Center. I am the test proctor, and what I am hearing—I have not gotten a chance to read everything—but a central location for student support, I really like that idea because when you want to go look for EOP or tutoring in math or tutoring in science or tutoring in chemistry and university-wide tutoring and you have, you know, a million directions to go through, students get lost. And it really bothers me when I hear people say that because you have a disability that they have to hide. We have to change that concept and change the concept of getting tutoring or getting help with any kind of problem that it is there for you and not have to hide behind it.

Steering Committee: Thank you. Well, folks. Debbie, are you going to give your...

Debbie Jackley (Student Health Center): No, not a comment. I wanted clarification again on the form...

Steering Committee: That is Debbie Jackley talking.

Debbie Jackley (Student Health Center): ...because my understanding was that you had 500 words or less and would that be for just one issue, one topic per department?

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Steering Committee: Yes.

Debbie Jackley (Student Health Center): Okay.

Steering Committee: ... based on the recommendation, so if you had – the first thing you do is to identify – is to identify the recommendations that you want to have feedback on, number one, and then so each time that you did this it will be recommendation based, and that – each recommendation has 500 words or less. And it is actually 4,000 characters.

Unidentified: get 500 words?

Steering Committee: For a minority. And if your department wanted to voice your opinion on multiple recommendations, then you would fill out multiple forms. And again I would strongly encourage you to enforce your opinions or reinforce your opinion in written format in addition to the oral feedback that we are going to take today. It is all powerful. Well, I am going to open it up one more time if somebody would like to make their comment, otherwise I am going to end this meeting a little early. And Ida, you have your hand up.

Steering Committee: Aida, do you want to – this is Aida Morad again.

Aida Morad (Public Affairs): Okay. Can we make recommendations on academic programs, too? So it does not matter – it – we just list whatever the number of the recommendation is and we just – it is the same process.

Steering Committee: Somebody talked a little bit about the confusion of having long lists and I understand that that is problematic. We needed to create one long list and those two committees had worked independently, so their numbering system was not reflective of the collective numbers that we have pulled them together. So I apologize that that has not immediately worked for everybody, but it is kind of what we have got right now. But the answer to your question is yes, if you have a passion or an interest in any of the recommendations, support, academic, voice your opinion on them. Now if you take a look at what our process is going to be in terms of these forms, we are looking for the open forms to really address the high profile items, the support recommendations, all 19 of them, and then there are ten academic program recommendations that were really a breakout of that initial phase recommendation from June. But those of you who have read the 213 pages that makes up the second phase of the academic program recommendations know that they went into detail on every single academic program on campus. If you have an opinion about one of those, we want to know what it is. Sir. I will come to you.

Frank Torres (Learning Resource Center): Frank Torres, Learning Resource Center. I just had one question. I know that we have an opportunity this year, and it is just for one year, to have Dr. Lujan here as our provost, and I had a chance to speak with him during fall conference and I was very impressed with his grasp of model programs throughout the United States. And my question to Dr. Lujan is, are there any models that he can think of or that he could recommend to us to look at in terms

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of the areas that we are talking about, and in my specific area, of course, you know, it is the Learning Coalition. So in terms of Learning Coalition I would really be interested in his feedback on that.

Herm Lujan (Steering Committee): Herm Lujan, Provost. I can tell you now that the Office of Minority Affairs at the University of Washington in Seattle would be a great starting point, all right. That is a program that I had the opportunity to lead for about ten years and there are about 4,000 specially admitted students every year in that program, mostly persons of color, but also people from the majority population, mostly single women who have been married and divorced who suffered from abuse and people with personal disabilities who were all handled well through a coordinated program. It was funded—I mean you know, these things do not cheap—but it was funded such that the graduation rate for students went from 17 percent to 52 percent in a period of about five to eight years. And that is where I would ask you to start.

Unidentified: Another question that has come up is—and it has come up since I started here—is learning support considered the soldier's fiction of struggling students, or do we also look at high achieving students? Do you know? It is hard to say. We tend to think of LRC as poor remedial, you know, we tend to think of the Writing Center, but in fact in a conversation I had with John Edlund, larger majority of students that ask for services from the Writing Center are the higher achieving students and they are the ones who complain that they cannot get any support. So I am just curious. In this are – we should probably should consider that. Learning support is often just immediately thought of as for the struggling student and that is in fact the background that I came from. I was a School of Refugees and things, but, you know, where in the conversation will we look at the breadth of the kinds of support needs that we actually need? Thanks.

Steering Committee: Thank you. I know we had a handful of people come in late. Did you want to take the time to ask a question?

Steering Committee: That is okay. Please introduce yourself and you have two minutes to make a statement with regards to any of the support program recommendations.

John Edlund (University Writing Center): Okay. My name is John Edlund. I am the Director of the University Writing Center. I interpret the recommendations – there is something called a Comprehensive Learning Center which is a kind of population idea. I interpret the recommendations for our area as advocating Comprehensive Learning Center, and I have very mixed feelings about that. I think that it all depends on what kind of vision you have for something like a writing center. I could see a writing center being partnered with the English Department, with the Faculty Center for Professional Development—I actually do a lot of workshops for the Faculty Center with faculty regarding teaching writing and sometimes regarding their own professional writing—and it is my view that if we want to have writing across the curriculum, if we want to have writing in the disciplines, if we want to have support for assignment design and also for faculty writing, and as well as student writing because I think that writing problems have to be addressed on both the student side and the faculty side, and it is my view that putting a writing center into what I see as sort of a remediation ghetto is not a good idea. And I know that such a center does not have to be a remediation ghetto, there are other ways to do that, there are other philosophies that you could invoke. But that would be my real worry, that putting everything together like that would be a very limiting environment for the

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kinds of services that we have now would preventing them from expanding into really comprehensive services that would serve the university better than it does now.

John Edlund (University Writing Center): Well, I see that putting everything together you get certain economies of scale. I mean maybe you can share some clericals and maybe you can share an appointment system or something like that. But I really do not think that if you have a learning center that is student oriented and primarily oriented towards students who are struggling with writing or with their coursework or so forth, I do not think that the faculty will be comfortable with dealing with such a center. I do not think that such a center will have the academic credibility to have an impact on other issues outside of that learning center environment. I mean that is my view. There are other – I have other concerns about that. I have – some of my students have gone and worked organizing writing and tutoring at Loyola, for example, and that is a learning center model where you have a director at the top and then you have subdirectors or coordinators of various kinds of services that are there, and both of the people that worked in that environment quit, one within three months and one within a year. And she is now running a real writing center at Channel Islands. There was a large comprehensive learning center at Northridge and it was successful. I think if you have the right director who can – who really has a broadminded view of all of these things, and maybe you do not have those sorts of disciplinary tensions that you might have – might otherwise have that often develop in these kinds of environments. So you could find a very special person to run that and maybe it would be more successful, but I would still have the other kinds of concerns about the view of the service and how it is positioned in terms of faculty and students, too.

Unidentified: Are we racing? Beat you. This is going to be something that I am going to say to...

Steering Committee: Introduce yourself, Gil, and do not worry about the mike.

Gil Brum (Biological Sciences): Gil Brum from Biological Sciences and for the last three years I led an initiative on campus called the Learning Center Initiative and one of the things that I think is really important after running that and talking to all of you about this is that the fundamental decision making criterion is how does it affect learning? And how does it affect it in a positive way? And so for all of the recommendations that I have been reading—and it does not just apply to this group but I am going to go to all the other groups as well—I just want to remind everybody that that is the thrust of a learning centered university, that we evaluate things on its impact on the learning process and we do not – and we make decisions that facilitate learning. And I know that we get caught up with all of this in terms of budget savings and things like that, but we are going to shoot ourselves in the foot, in my opinion, if we save money and do a disservice to learning. Thank you.

Mike Huyter (Environmental Health and Safety): Mike Huyter of Environmental Health and Safety. Reading through Recommendation Number 11, there is a sentence in there that kind of bothers me because it kind of skips or misses some of the things that we do to keep the campus safe, and it is the sentence that says, “But it is only a matter of time before the university faces a significant problem that could be avoided by better support for EH&S.” Take the word problem or significant problem out of there and put in “violation of the regulation, law, or statute.” The fines are tremendous. Some of the fines can be the whole budget for any department, and that is just one fine. If they figure out that the fine has been there for a significant amount of time, they will go back and backdate it for that amount

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of time that they feel that the violation has been there. And we are talking \$2500 a day per violation. So ten days one violation adds up fast, and if it is two or three and they go back ten days on each one, the math is tremendous. Anyhow, I just wanted to clarify that. Thank you.

Steering Committee: Thank you. Any other comments before we conclude? John, welcome back.

John Rotunni (College of Engineering): John Rotunni, College of Engineering. Look at combining the Learning Resource entities, there are a couple of things in there such as the maximizing of the engineering potential, and some of these specific math and science things like – which have a synergy by being located in the college that they are specifically serving and being able to use some of these students. So if you were to take everything and lump them into one building you might lose some of the synergy there.

Steering Committee: Thank you very much for your participation in this. It has been very, very informative. We have gained a lot of information from it. I would also encourage everybody who is interested to participate in the academic program forums that are scheduled for this Thursday and the following Thursday. You will notice that what we have done is we have broken up those two hour sessions so that it – if you wanted to address specifically Recommendations One through Five you would go to one room, Six through Ten you would go to a different room. If you want to split it up over the two days you can do whatever you want; but again, we want to hear from what you have to say. And on behalf of the entire committee, thank you very much for your attendance today.