MEETING OF THE ACADEMIC SENATE
Tuesday, October 10, 2006
UU220, 3:10 to 5:00pm

I. Minutes: none

II. Communication(s) and Announcement(s):
   A. Nominations for Faculty Trustee being sought by ASCSU: (pp. 2-6).
   B. Beyond Cornerstones: new strategic planning committee to look at the existing
      Cornerstones Implementation Plan: (pp. 7-13).

III. Reports:

   Regular reports [Please limit regular reports to three minutes or less]:
   A. Academic Senate Chair:
   B. President's Office:
   C. Provost's Office:
   D. Statewide Senators:
   E. CFA Campus President: Salary Equity Adjustments
   F. ASI Representatives:

   Special reports:
   A. Ikeda: progress of fall registration using PeopleSoft
   B. Foroohar/Suess: update on contract negotiations

IV. Consent Agenda:

V. Business Item(s):

VI. Discussion Item(s):

VII. Adjournment:
September 15, 2006

To: Chairs, Campus Academic Senates

From: Marshelle Thobaben, Chair
       Academic Senate CSU

Subject: Nominees for Faculty Trustee

On behalf of the Academic Senate CSU, I request that you begin the process for seeking nominees for Faculty Trustee. Nominating materials must be received by December 18, 2006 and the Academic Senate CSU Faculty Trustee Recommending Committee will review campus nominations January 16-17, 2007. All senators will have an opportunity to review the confidential files of the candidates selected by the Recommending Committee at the Senate's January 18-19 and March 8-9, 2007 meetings. As required by law, the full Senate will make its selection(s) of at least two nominees for the post of faculty trustee at its March 8-9, 2007 meeting.

Criteria and procedures for the selection of the faculty trustee nominees are attached as well as required information for each nomination. Please note, we are requesting that one copy of each nominee's materials be sent to the Senate office no later than Monday, December 18. Please send to: Academic Senate CSU, 401 Golden Shore, Suite 139, Long Beach CA 90802-4210, attention: Ann Peacock.

Summary of Timetable:

- December 18: Campus nominees' supportive material due to Academic Senate office, 401 Golden Shore, Suite 139, Long Beach 90802-4210
- January 16-17: Senate Faculty Trustee Recommending Committee reviews documents; selects four candidates for review by full Senate
- January 18-19: Full Senate reviews nomination materials
- March 8-9: Full Senate elects two or more final candidates whose names will be forwarded to the Governor

Late Spring-Early Summer 2007: Governor appoints one candidate as CSU Faculty Trustee

FYI - The first faculty trustee was Robert Kully (Communication Studies, CSU Los Angeles), 1983-87; followed by Lyman Heine (Political Science, CSU Fresno), 1987-91; Bernard Goldstein (Biology, San Francisco State University), 1991-98; and Harold Goldwhite (Chemistry, CSU Los Angeles), 1998-2003. Kathleen Kaiser (Sociology, CSU Chico), 2003-2005, and Craig Smith (Communication Studies, Long Beach) is the current CSU faculty trustee. Professor Smith's term began July 1, 2005.

Attachments
c: Academic Senate CSU
DUTIES

- Faculty Trustee is a 12-month position. Duties include attending all Board of Trustee, Trustee Committee, Senate Plenary, and Senate Executive Committee meetings. The Faculty Trustee serves a two-year term and normally visits several campuses during their term to meet with faculty and discuss Board of Trustee actions.

CRITERIA FOR NOMINEES FOR FACULTY TRUSTEE

- Candidates must be faculty members who are tenured at the California State University campus at which they teach currently and shall not hold any administrative positions other than department chair or equivalent.

- Candidates shall have demonstrated records of excellence in teaching, professional achievement, and university service.

- Candidates shall possess experience in academic governance in the California State University.

- The appointed faculty trustee shall not be a member of the Academic Senate of the California State University. Should the faculty trustee be a member of the Academic Senate CSU at the time of appointment, that person shall resign from the Senate.

- The Academic Senate CSU shall resolve questions as to definitions and eligibility.

PROCEDURES FOR SELECTING TRUSTEE NOMINEES

- These procedures shall be initiated at least one full academic term in advance of the time that Faculty Trustee nominations are to be made.

- Each campus senate shall develop procedures for selecting eligible nominees. As at least one option, the procedures shall allow for nominations by petition. Each such nomination shall require the signed concurrence of at least 10% of the full-time teaching faculty or 50 such faculty members, whichever is less. The campus senate or council shall forward the names of all eligible nominees to the Academic Senate CSU by a date to be determined by the Academic Senate CSU.

- From each nominee, the local senate chair shall forward (1) the completed cover sheet, (2) a current vita structured to the eligibility criteria, (3) a statement of no more than 500 words expressing his or her views of the position, and (4) a narrative of no more than 250 words giving evidence of teaching excellence.

- The Academic Senate CSU Faculty Trustee Recommending Committee shall be composed of seven non-candidate faculty members as follows:

  a. Five members shall be elected by and from the Academic Senate CSU in the manner of election as the at-large Executive Committee positions. No campus shall have more than one representative.

  b. Their local senates shall select two additional members. These members shall be selected from two campuses, chosen by lot from the Academic Senate CSU, and from those campuses not represented by the five previously selected campuses. The qualifications for these two faculty members shall be the same as eligibility for election to the Academic Senate CSU according to its constitution and bylaws.
Criteria For Nominees For Faculty Trustee (cont.)

The Academic Senate CSU shall elect these five members of the nominating committee at the September meeting of the Academic Senate CSU in the academic year in which the term of the present faculty trustee is to expire. The two additional members shall be selected in time to permit the committee to have its full composition by the succeeding (November) meeting of the Academic Senate CSU. The first member elected by the Academic Senate CSU shall serve as chair of the committee.

The committee shall determine its own procedures for selecting candidates for nomination.

- The Faculty Trustee Recommending Committee shall screen the original list of nominees and develop recommendations with supporting information.

The committee shall present four candidates for nomination to the Senate. The nominee recommendations of the committee shall be made available to the Academic Senate CSU at the January plenary session. The confidential files of these candidates shall be made available for review in the Senate office to members of the Academic Senate CSU at that time and at the plenary session in which the determination of the nominees is made. Unless otherwise determined by vote of the Academic Senate CSU, selection of nominees for the post of faculty trustee shall be made at the March meeting of the Academic Senate CSU immediately preceding the end of the tenure of the incumbent faculty trustee.

- All academic senators of the Academic Senate CSU are eligible to vote.

- The Academic Senate CSU, acting in executive session, chaired by the Chair, Faculty Trustee Recommending Committee, shall designate the final (two or more) nominees by secret ballot in the following manner, conducting as many votes as necessary:

The Senate shall be provided with ballots containing the names of all the forwarded candidates in alphabetical order.

Each senator may vote for as many candidates as he or she wishes in each voting round. Candidates become nominees in the voting round in which he or she obtains approval of at least two-thirds of the ballots of eligible voters. At the close of each voting round the names of nominated candidates shall be eliminated from further voting consideration.

Voting shall be continued by the procedures indicated above until at least a sufficient number of candidates (two) have been nominated to meet the legal requirements.

When that condition obtains, the Senate shall determine by majority vote whether it wishes to continue balloting. If the Senate chooses to continue, one further round of voting, one time, shall take place. Any candidate not nominated by these regular procedures is again eligible for nomination at this time. Any candidate receiving two-thirds of the votes of eligible voters in this round of voting is declared a nominee.

- The Chair of the Academic Senate CSU shall forward the names of the designated nominees to the Governor.

Approved Unanimously March 4, 1988, as part of AS-1773-87/EX (Revised July 18, 2006)
INFORMATION REQUIRED FOR FACULTY TRUSTEE NOMINATION

Submit this cover sheet

Name

Department and Campus

Campus address (include office)

Campus telephone number ( )

Home address

Home telephone number ( )

Names, addresses, and telephone numbers of five references

Please check the boxes below:

] I am a tenured, teaching faculty member with no administrative position other than department chair or equivalent.

] I intend to serve the full two-year term if appointed by the Governor.

Signature Date
Each candidate for the position of faculty trustee must also submit:

▶ a vitae or resume, which shall include, as a minimum, the information requested as follows:

1. Academic education (list all colleges/universities, degrees, and years received)

2. Employment Record
   a. Academic
   b. Other

3. Academic honors, grants, and awards (include dates)

4. Listing of professional achievements

5. Service
   a. Department
   b. School/College
   c. University
   d. Systemwide
   e. Community

▶ a statement of 500 words or less which covers your experience in academic governance and why it prepares you to be a Faculty Trustee

▶ evidence of teaching excellence in narrative form, not to exceed 250 words

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PLEASE SEND ONE COPY OF ALL MATERIALS TO:

Academic Senate CSU
Attn: Ann Peacock
401 Golden Shore, Suite 139
Long Beach, CA 90802-4210

All materials must be received in the Academic Senate CSU office no later than 5 pm, Monday, December 18, 2006.
Materials received after this time cannot be considered.
COMMITTEE ON EDUCATIONAL POLICY

A California State University Plan to Follow Cornerstones

Presentation By

Roberta Achtenberg
Chair of the Board

Gary Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

At the July 2006 meeting, the Board of Trustees adopted a resolution calling for “a report on the CSU's accomplishments under Cornerstones, as well as a proposal for a successor planning initiative, including coordination and consultation mechanisms, timetables, and themes to be explored in the planning process.” This item is in response to that request.

Background

In May 1996, the California State University undertook the strategic planning initiative called Cornerstones, which produced a system-wide planning framework that was formally adopted by the Board of Trustees on January 28, 1998. The Board adopted a formal Implementation Plan in March 1999, enumerating priorities for action under each of the ten Cornerstones principles. The full text of the Cornerstones Implementation Plan may be found at http://www.calstate.edu/Cornerstones/reports/implement.html.

Assessing Achievements Under Cornerstones

In the years since adoption of the Implementation Plan, much has been accomplished within the Cornerstones planning framework. As a result of the Accountability Process (based on Principle 9 of Cornerstones), which was adopted by the Board of Trustees in November 1999, biennial reports have been presented to the Board on progress by the individual campuses on a number of priorities. Specifically, there have been reports in 2000, 2002, and 2004 on campus achievements in several major performance areas, including quality of baccalaureate degree programs, access to the CSU, progression to the degree, persistence and graduation rates, relations with P-12 and college readiness, college readiness after one year, facilities utilization,
and facilities advancement. Beyond these accountability reports, there has been no single summary of the CSU’s achievements under the *Cornerstones* Implementation Plan.

In general, the Board of Trustees can take great satisfaction in the progress made by the CSU under the ambitious *Cornerstones* plan. Achievements across the system have been especially noteworthy in areas related to learning outcomes and assessment of student achievement of those outcomes (Principle 1); sharpening of the focus on support for student success and active learning (Principles 2 and 3); outreach efforts to P-12 (Principle 5); efforts to improve progress to degree, retention, and graduation rates (Principle 5); and accountability and reporting of campus outcomes (Principle 9). Moreover, the CSU has developed funding strategies for such purposes as integrated technology initiatives, P-12 outreach, applied research, and joint doctoral programs (Principle 8), and has adhered to *Cornerstones* Principle 10, which affirmed that "campuses shall have significant autonomy in developing their own missions, identity, and programs, with institutional flexibility in meeting clearly defined system policy goals." The all-important balance between the system-wide strategic plan and priorities, on the one hand, and the unique nature and strengths of individual campuses, on the other, has been carefully maintained. In sum, the CSU and its campuses have made significant advances in most of the areas identified as priorities under *Cornerstones*, and these priorities have been made integral to the way the university does its business.

Some principles and priorities identified under *Cornerstones*, however, have not been as well addressed. Lack of progress in these areas has been largely due to constraints (and contractions) resulting from budget difficulties at the State level. Principles and priority areas that do not seem yet to have been sufficiently addressed include: "reinvestment" in faculty in the form of professional development to support the full range of faculty responsibilities (Principle 4); graduate education and continuing education as key elements of CSU mission (Principle 6); and development of a new State policy framework for higher education (Principle 7). These principles and priorities should be considered in a successor planning process. *NOTE: These evaluative comments are supported by a detailed report on achievements under Cornerstones, to be mailed to each Trustee in the week prior to the Board meeting.*

**Coordination, Consultation, Timeline, and Themes for the New Planning Process**

Given the successes achieved by the CSU and its constituent campuses under the strategic plan known as *Cornerstones*, and the emergence of new issues and challenges since that planning initiative was launched, it is time for the CSU to launch a successor strategic planning initiative to guide development over the next decade. Appropriate guiding principles for such a planning process are the two fundamental and ingrained commitments of the CSU that have deepened under *Cornerstones*. Access/Outreach is the first of these, and includes improvement of college-going rates in P-12, strengthened academic preparation of P-12 students, and ensuring of levels
of financial aid sufficient to assure genuine access to the CSU for all qualified students. The second guiding principle is Excellence, which includes providing adequate salaries and professional support for CSU faculty and staff, as well as elements identified by campuses as essential to high-quality academic programs for students.

Like Cornerstones, this planning process should be broadly consultative, yet should be completed within a reasonable period of time. Moreover, to ensure immediate impact, the plan should include action steps so that a separate implementation plan will not be necessary. An additional goal should be to establish clear, relative priorities among individual objectives, and to present those priorities in such a way that they can serve as a guide to resource allocation strategies within the CSU.

Coordination and Planning Process: The planning process should be coordinated by a steering committee that includes members of the Board of Trustees, campus presidents, administrators, faculty, and students. In addition, given the breadth of the university's mission, the steering committee for this initiative should include representatives of CSU alumni and of community stakeholders. The proposed membership of the steering committee for the new initiative is presented in Attachment 1.

The Cornerstones planning process was broadly inclusive, including consultation with the Academic Senate CSU (ASCSU), with administrators, and with campus faculty leaders through an Academic Conference, as well as campus-based forums and meetings on the proposed plan. A new planning process must be similarly broadly consultative, and should embrace campus-generated themes and priorities. Since many CSU campuses have recently completed, or are presently engaged in, campus strategic planning efforts, it is reasonable to ground the planning process in campus-based conversations that focus on issues and objectives that have been identified in those campus strategic plans, together with those, as noted above, that have not yet been sufficiently addressed under Cornerstones. It is proposed that the planning process would begin with the steering committee identifying general themes and common issues derived from campus strategic plans, to guide initial campus conversations, as well as discussion by the ASCSU.

As described in Attachment 2, the results of these campus-based conversations would be collated and organized by the steering committee, and would be the basis for a system-wide "summit" at which faculty, students, and administrative staff would identify the principles, priorities, and actions defining the strategic plan. The first draft of the plan would be presented for final comment by campuses and the ASCSU, with the intent of presenting the Board of Trustees with a final draft for consideration in May 2008.

The following resolution is recommended for approval:
RESOLVED, by the Board of Trustees of the California State University, that the California State University will undertake a strategic planning exercise to succeed Cornerstones, to establish specific program objectives, set priorities, and guide resource allocations over the next several years. Such a process shall be organized and conducted in the manner described in Attachments 1 and 2 to this item. General themes of the planning process shall be "Access/ Outreach" and "Excellence." It is the intent of the Board of Trustees that the resulting strategic plan will be presented for consideration by the Board prior to the end of the 2007-2008 academic year.
PLANNING BEYOND CORNERSTONES:
PROPOSED STEERING COMMITTEE STRUCTURE

Trustees - approximately 8-9 (including faculty and student Trustees)

Chancellor's Office - 5 (Chancellor Reed; Vice Chancellors McClain, Reichard, and West; General Counsel Helwick)

Presidents - 8

Provosts - 2

Vice President for Student Affairs - 1

Faculty - 8 (ASCSU Executive Committee members plus three faculty members recommended by ASCSU, from campus Academic Senates with fewer than fifteen years of experience)

Students - 2 (one undergraduate and one graduate student; recommended by CSSA)

Alumnus/a - 1 (recommended by CSU Alumni Council)

Community stakeholders - 6 (three from P-12; three from industry)
PLANNING BEYOND CORNERSTONES:
PROPOSED PROCESS AND TIMETABLE

**October 2006** - Initial meeting of Steering Committee, with some key readings pre-assigned for discussion; purpose would be to frame more thoroughly, for campus discussions, issues/themes approved by Board of Trustees, based on review and analysis of themes in individual campus strategic plans

**November 2006** - dissemination of detailed issues/themes to campuses (Presidents, Provosts, Vice Presidents for Student Affairs, Senate Chairs, ASI Presidents, members of ASCSU on each campus), with request for structured campus-level discussion involving students, faculty, staff, and, as possible, external stakeholders such as members of campus advisory boards; simultaneous dissemination to the Academic Senate, CSU (ASCSU) for comments

**November 2006 - mid-March 2007** - Campus-level discussions of issues/themes, with reports sent to Steering Committee; at least two to three members of Steering Committee would attend each campus discussion

**March 2007** - Steering Committee meeting to consider reports from campus-level discussions, and collate/organize them for distribution back to campus leadership and ASCSU as context for CSU-wide Summit

**April 2007** - convening of CSU-wide "Issue Summit" for discussion of major issues and ideas from campus discussions; recommendations formulated and sent to Steering Committee

**May 2007** - Steering Committee meets to consider report and recommendations from CSU-wide Issue Summit and to frame first draft of strategic plan

**June - August 2007** - drafting of strategic plan (with iteration, if possible, between campus leadership and Steering Committee during the drafting)

**September 2007** - dissemination of draft strategic plan to campuses (Presidents, Provosts, Vice Presidents for Student Affairs, Senate Chairs, and ASI Presidents), with request for feedback from each campus by November (perhaps based on another structured discussion)
September-November 2007 – convening of three "subject-area convocations" around major themes in first draft, to involve external stakeholders and policy advocates (potential subjects: economic development; access/outreach/student financial aid; accountability)

November 2007 - feedback on first draft received from campuses

December 2007 - January 2008 - Steering Committee meets to consider suggestions for revision to strategic plan and to formulate revised draft

February 2008 - circulation of revised draft to campuses and ASCSU for final comment

March - May 2008 - preparation of strategic plan for submission to Board of Trustees for approval at May meeting

Budget and Enrollment Management

- continue to implement a strategy of "mixed funding" to sustain institutional quality, combining (a) State support; (b) student fees; (c) donations (advancement); (d) grants/contracts; (e) Continuing Education and self-supported programs; and (f) auxiliaries

- accommodate 2.5 percent enrollment growth in 2005-06 and plan for 2.5 percent annual growth for the following four years

- continue to implement a strategy to build Summer Quarter enrollment to 25 percent of the regular academic year enrollment

- encourage efficiency through innovation and use of technology

Assessment: This past year, Cal Poly enjoyed relative budget stability after significant reductions in State funding during the previous three years. In 2005-06, the Governor's compact with CSU was implemented and Cal Poly received money to support increased enrollment and to cover one year's inflation in salaries for faculty and staff. This budget stability was certainly welcome, however, State support for Cal Poly did not provide funds for restoration of programs or salary losses incurred during the extended budget crisis (2001 through 2004).
Although unit managers across campus were unable to restore the quality of their operations to the degree they hoped to achieve, we had a pretty good year overall. We were aided substantially by local student fees (Cal Poly Plan and College-Based Academic Fees) and endowments/donations that Cal Poly has built up over the past decade. It is essential that we sustain and expand these non-State revenue sources at the same time that we guard against too high expectations for State support in the coming years.

Last year, Cal Poly managed its enrollment effectively. We achieved the 2.5 percent enrollment increase assigned by the CSU; also, we planned a cushion and finished the year at 2.9 percent above the CSU target.

Increasing Cal Poly's enrollment during Summer Quarters remains a priority. We did pretty well in re-establishing our summer program in Summer 2005 after having virtually eliminated summer offerings the previous year in order to cope with budget cuts. In Summer 2005, we enrolled approximately one fifth of all Cal Poly students and FTES was approximately 13 percent of that in the regular academic year. This was an encouraging start toward our goal of building summer enrollment to 25 percent of the regular academic year FTES. We have increased the goal for Summer 2006, but preliminary enrollment reports suggest that we have set too high targets; we now anticipate that enrollment in Summer 2006 will be similar to the previous summer. Thus, we must continue efforts to market summer enrollment in the coming year and thereafter, seeking incremental but sustained expansion.

University Advancement

- implement a University-wide strategy for sustained advancement support at a high level following the successful Centennial Campaign; set specific fundraising targets for various units so as to attain a campus-wide goal of $40 million

- form a philanthropic foundation to aid expansion of the University's endowed programs

Assessment: Following the completion of Cal Poly's successful multi-year Centennial Campaign in 2005, the Vice President for Advancement worked with colleges and units to sustain a strong fundraising program throughout the University during 2005-06. The results have been generally good; we expect to end the year having raised approximately $30 million. This was
substantially short of our overly-optimistic goal for the year, but it sets a solid base for a sustained fundraising at Cal Poly in coming years.

There was excellent progress on forming the University's new philanthropic foundation. The board for the new Cal Poly Foundation is in place, policies are being developed, and this important vehicle for guiding the growth and development of the University's endowment is off to a promising start. The Cal Poly foundation board has identified a small number of important institutional programs (private funds to enhance the State-supported Science Center; merit scholarships) to be emphasized in its fundraising efforts.

Vice President Ogren and her staff are working closely with colleges and other key campus groups to coordinate a stronger fundraising enterprise throughout the University. Sustained success in Cal Poly fundraising is critical to the long-term quality of the University's programs.

Faculty Recruitment and Faculty Development

- support the college deans' efforts to recruit and retain high-quality faculty as the institution absorbs faculty retirements and accommodates enrollment growth

- encourage the professional development of faculty as teachers and scholars; emphasize explicit faculty development plans for all tenure-track faculty

- provide incentives and support to encourage faculty research and professional development

Assessment: The college deans and academic departments achieved encouraging results in recruitment of new faculty this past year. The University hired approximately 55 new tenure-track faculty, and the overall quality of these appointments is strong. The great majority of positions were filled by either the first or second candidates offered positions. In a few cases, however, we were unable to fill positions with acceptable candidates or we were turned down by good candidates. Candidates who did not accept jobs with Cal Poly often cited the high cost of housing, difficulty in finding employment for trailing spouses or partners, or lack of research support as reasons for their decisions.
Deans, department heads/chairs, and senior faculty must continue the important work of guiding the recently-hired faculty to ensure their development as teachers and scholars. They must ensure that each tenure-track faculty member has an explicit professional development plan in place to guide his or her work toward tenure and promotion. The colleges and departments made good progress on this goal this year; some unit, however, need to do a better job of laying out explicit guidelines for their new faculty and of mentoring them.

We must continue to emphasize, in particular, faculty research and scholarly activity as being an important part of faculty development at Cal Poly. The University is making progress on transitioning to the faculty teacher-scholar model, particularly with recent hires. This will remain a commitment for the coming year.

Grants and Funded Projects; Research and Graduate Study

- implement a strategy to achieve a substantial increase in grants and funded projects to support faculty professional development and expansion of University service; attain a campus-wide increase of 10 percent in grant applications over last year

- review the status of graduate programs and develop a strategic plan for expansion of graduate enrollment; identify opportunities for new graduate programs that fit the needs of California's workforce and Cal Poly's mission

Assessment: The University continues to have only a modest record in grants and funded projects. More must be accomplished in the coming years in order to support the professional development of faculty.

Deans and department chairs were given explicit guidance to assist more faculty to prepare to prepare grant applications this year; some funds were provided to encourage grant development. The results were not very encouraging. During 2004-05, there was a 20 percent increase in grant applications over the previous year. This year we targeted an increase of 10 percent beyond last year's total, but few colleges saw any increase in grant proposals and the campus-wide results were essentially unchanged from the previous year. We must try harder.
We have begun planning to expand graduate study at Cal Poly. Currently, approximately six percent of the University's students (3.5 percent of the FTES) are in graduate programs. This year we developed a plan to expand graduate enrollment and strengthen graduate programs in the years ahead; specifically, we expect to double enrollment in graduate programs over the coming five years. Each college has developed a plan to increase enrollment in current graduate programs, and some are planning to initiate a small number of carefully selected new programs. These plans will begin to be implemented in 2006-07. Also, we will review policies and resources that support graduate programs as part of the expansion effort.

Student Housing

- provide oversight for construction and management of Poly Canyon Village Apartments; the project will be completed in phases with large numbers of units becoming operational in 2008 and 2009

- determine amenities and services for Poly Canyon Village

- develop a strategy for expansion of University Union, recreation, student life, and other services to accommodate the University's growing residential community

Assessment: Construction of the Poly Canyon Village apartment complex is underway and on schedule to provide housing for approximately 2,700 additional students (phase I in 2008 provides 1,075 beds; Phase II in 2009 provides 1,595 beds). The project includes resident parking and amenities.

This is a major achievement for Cal Poly in that, once the project is complete, the University can guarantee two years of on-campus housing to new students. This will make Cal Poly more attractive and help with recruitment of high-quality students; it will also improve relations with the local community and enhance campus life, and it may provide an opportunity for year-round living that could help increase summer enrollment.

The ASI and University Union Board leaders are developing a plan to expand University Union facilities and services to help accommodate the needs of the growing residential student community (see summary under...
Faculty Staff Housing

- provide oversight for construction and management of the Bella Montana faculty/staff housing project, which will be operational in 2006-07

- develop a strategy for additional faculty/staff housing support in addition to the Bella Montana project

Assessment: Construction of the 69-unit Bella Montana faculty/staff housing project is on schedule. The first phase of homes will be completed in late 2006 and sales are underway at this time. The remainder of the homes will be completed by Fall 2007.

Cal Poly faces a looming challenge in that we are recruiting increasing numbers of faculty and staff at the same time that local home prices have inflated rapidly. President Baker has asked Vice President Kelley to take the lead in examining options, in addition to the Bella Montana project, to cope with the challenge of high home prices in our region. Such planning will be a priority for the coming year.

Master Plan Implementation

- provide oversight for construction of the Engineering IV project and the Construction Management facility; proceed with modest renovations in selected Architecture and Engineering facilities

- give high priority to planning and funding the Science Center project; be creative in providing research space and aggressive in raising private funds to augment State support of this project

- provide oversight for construction of the Bonderson Projects Center and the renovation of Mustang Stadium (Phase 1), which are primarily supported with non-State funds

- continue development of plans for the Library expansion project
Assessment: The University had a record level of construction underway this past year, and Vice President Kelley and his colleagues have kept Cal Poly "on track" for implementation of its facilities master plan. Construction of Engineering IV is on schedule; the Bonderson Projects Center is nearing completion; ground has been broken on the Construction Management Building; and construction of the Spanos Stadium is well underway. These projects, along with the student housing and faculty/staff housing projects that are currently under construction, provide the facilities base to enhance Cal Poly for many years to come.

In addition to the various projects under construction, we had good success in planning for important projects that will be implemented in the short-term future. Most encouraging was the approval of the large Science Center project, which is now scheduled for funding in 2007 and construction in 2008. During the coming year, the Cal Poly Foundation and the College of Science and Mathematics will focus on raising donations to augment State funds for this facility, which is extremely important to the quality of much of the University's academic program. Also, we now have internal approval for the Learning Commons (expansion of Kennedy Library and instructional space) and planning will proceed for this project during the coming year. During the coming year, we must engage in preliminary planning for funding and construction of the Davidson Building renovation project.

Student Success

- encourage college deans to monitor student progress and to implement specific plans to enhance graduation rates and time-to-degree rates
- reduce "bottleneck classes" and improve the schedule of general education and support classes
- expand Summer Quarter class offerings
- improve the system for students seeking to change their academic major; provide more guidance for such students and more opportunities to change majors
- reduce or streamline degree requirements where appropriate
- revise registration and scheduling policies where appropriate
- implement Poly Progress as a tool to monitor students' progress toward graduation and to improve academic advising

- implement the First Year Initiative program to aid freshmen with a successful transition to college life

Assessment: The University's graduation rate continued to improve this past year: Approximately 69 percent of Cal Poly freshmen graduate within a six year period and 75 percent of transfer students graduate within a four-year period. More importantly, the rate of graduation has been improving consistently for several years now. This is encouraging. However, our graduation rates and our time-to-degree rates still compare poorly with several UC campuses. We must continue to strive to do better.

Colleges and departments are becoming more attentive to monitoring student success. They are working on ways to enhance graduation and time-to-degree rates, which must remain a priority for academic leaders at all levels in the years ahead.

Last year we increased support for General Education and "support" classes and we eliminated "bottlenecks" in several areas of the curriculum. We need to sustain this effort. We have begun rebuilding Summer Quarter, which allows students to meet their degree requirements in a shorter period of time, and this effort will be sustained in the coming year.

Also, we introduced improvements in the procedures and opportunities for students to change their academic majors. This, too, deserves sustained effort in the coming year as it has substantial impact on graduation rates.

Our academic advising program needs more support. This is a difficult challenge because it will require substantial resources to properly staff the academic advising enterprise of the University. But it is imperative that we begin to make progress on this matter.

We need, also, to look for ways to help more students complete their "senior projects" in a timely manner.

Enhancement of K-12 Science and Mathematics Education
- implement a strategy to graduate more K-12 science and mathematics teachers from Cal Poly

- expand University programs to support science and mathematics teachers who are already working in the K-12 schools

- support programs that encourage K-12 students to pursue careers in science, technology, engineering, and mathematics

- expand the activities of the University Center for Excellence in Science and Mathematics Education; build alliances with private industry to aid K-12 science and mathematics education.

Assessment: During the past year, the University made progress in increasing our role in improving science and mathematics teaching in the K-12 schools. Several new faculty with professional backgrounds in science education have been hired in the College of Science and Mathematics as well as the College of Education; the University Center for Excellence in Science and Mathematics Education is operational; summer training institutes for science and math teachers from California schools have been expanded; some new funds have been raised from industry and individual donors, and substantial grant funds have been attained to support the enterprise.

This is a significant challenge for Cal Poly inasmuch as K-12 education has not been an area of emphasis and our record in graduating K-12 science and math teachers has been quite modest. We must sustain and expand our commitment to promoting K-12 science education in the coming years. In particular, we need to concentrate on raising grants, donations, and partnerships with industry to help support the University's efforts in this regard. We must develop closer ties with K-12 schools to coordinate this enterprise. This year we helped form the San Luis Obispo County P-16 Council, and this entity will focus, in part, on enhancement of K-12 science and mathematics education.

Technology Park

- implement plans for a Cal Poly technology park using non-State funds; complete the planning and funding to implement Phase 1, a facility of 25,000 square feet with appropriate tenants and business plan
Assessment: During the past year, the Dean of Research and Graduate Study continued to lead planning for this project. Concrete progress was made. A partnership was implemented this year with a small, biotechnology company which has rented research space on campus and has involved Cal Poly faculty and students in its work. In June 2006, the University was awarded an Economic Development Agency grant, which, when augmented with other grant funds in hand, makes it possible to proceed with plans to implement Phase 1 of the technology park.

By early 2007, we will seek CSU Board of Trustees approval of construction of the first technology park facility. Also, a major challenge for the coming will be to work out specific partnerships with private technology firms in preparation for technology park operations in late 2008.

Student Administration Technology Project

- complete implementation of the Common Management System student administration project; system to be fully operational in Fall 2006

Assessment: The transition to the Common Management System student administration system is on schedule for implementation in Fall 2006. The Admissions module is completed; the Financial Aid module is roughly midway to completion; Student Financials are expected to be operational in July 2006; Student Records module testing is underway. The transition to this new student administration system has been a challenge: the implementation is complex, dependent on diverse support elements, and subject to demanding timelines.

With implementation of the CMS student administration system nearing completion, it is imperative that the University plan properly for supporting the ongoing operation of the new system, including periodic system upgrades.

Student Fees Strategy

- conduct a student fee referendum during Winter Quarter 2006 to seek an appropriate increase in the Instructionally Related Activities (non-Athletics IRA) fee
- develop a strategy for adjusting students fees to support expansion of ASI, Recreation Center, and University Union services to accommodate a growing residential student community

Assessment: Cal Poly students voted, by a wide margin, to increase the non-Athletics IRA fee. This increase, which is effective in Fall 2006, is vitally important to the Instructionally-Related Activities programs in the various colleges and the University as a whole. This fee is indexed for inflation and will provide a permanent IRA funding base.

Also, this year student leaders developed a strategy for seeking student support to fund an expansion of University Union facilities and services. This is important as the institution has outgrown its University Union and we will need more support for the enlarged residential campus community that will come with the completion of the Poly Canyon Village Apartments in 2009. This is a challenge since only a year ago (Spring 2005) students voted against a significant fee increase to expand University Union and Recreation Center facilities. The new strategy calls for a much smaller project and more effective communication about the need for expansion and the benefits to students. The students plan to establish an explicit project design during 2006-07 and to conduct an information campaign and fee referendum in Winter 2008.