CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF THE ACADEMIC SENATE RETREAT
Friday, September 17 2010
UU 220, 1:00 to 5:30pm

I. Welcome: (Rachel Femflores, Academic Senate Chair) The Chair welcomed attendees and made brief introductions.

II. Reports:
Interim President Robert Glidden and Provost Robert Koob presented opening remarks.

III. Presentation:

1. Short summary of some Senate activities this year: (Femflores) Senate committees will join with WASC working groups to form joint task forces that will be drafting resolutions on Integration and Student Learning, Learn by Doing, Strategic Plan, and the Teacher-Scholar Model. Some questions the Provost has asked the faculty to consider include: Is the Strategic Plan, as it’s written, something we, the faculty, want to execute? What performance indicators do we think we should be measured by in our roles as faculty members?

Three additional task forces will be established in January 2011. One is the Assessment Task Force. Its task is to make a recommendation for a university-wide assessment project that the faculty can endorse. In fall all departments will be asked to complete an assessment activity worksheet showing how, or whether, the department’s program objectives align with university learning objectives. These will be used to determine what type of university-wide assessment project we need according to what we want to assess.

[The URL to the following documents, including the assessment activity worksheet that will go out to all departments, is provided for reference]:
http://academicsenate.calpoly.edu/documents.html

University Learning Objectives (ULO) - Program Learning Objectives (PLO) Alignment Activity
Assessment Activity Instructions
Assessment Activity Part I
Assessment Activity Part II
Hierarchy of Learning Outcomes
ULO Presentation (Power Point)
Other task forces to be formed later in the year are a General Education Task Force and an Honor's Program Task Force.

2. **Strategic Plan**: (Fernflores) The Chair reviewed the key issues in the proposed Cal Poly Strategic Plan. Erling Smith is the author of the proposed Plan. A strategic plan is needed where all programs at the University can find themselves.

**IV. Assigned Activity:**
An "Academic Senate Retreat Strategic Plan Activity" sheet was provided to each table (attached). Each table was asked to discuss and provide a group answer to the questions and definitions on the activity sheet.

**V. Large group reporting of activity results:**
Group answers were collected and organized (attached).

**VI. Adjournment**: 5:00pm

Prepared by:

Margaret Camuso
Academic Senate
Academic Senate Retreat
Strategic Plan Activity

Instructions:
Please appoint someone to record in this document the answers to the prompts below. In so recording, hit “save” periodically.

Quick General Question:

1. What is the most effective way for the WASC-Senate task forces (Teacher-Scholar; Learn-by-Doing; Integration and Student Learning; Strategic Plan) to solicit and obtain faculty input?

Strategic Plan Questions:

2. What are the three most important issues in the Strategic Plan on which faculty need to have an especially strong voice? Why?

3. In general, a key performance indicator (KPI) is a measurable parameter used by an organization to determine how well it is achieving its goals. What are the top three KPIs that should we measure to determine how well we are achieving the goals in the Strategic Plan? Why?

Definition Requests:

Without obsessive word-smithing, please attempt to define the following in a way that is inclusive of all academic programs we offer:

- “comprehensive polytechnic university”
- “learn-by-doing”
- “teacher-scholar”
- “all majors are polytechnic and produce whole-system thinkers”
Academic Senate Retreat 
Strategic Plan Activity Responses 
September 17, 2010 
(Note: there was no “Table 8)

Table 1

Quick General Question:

4. What is the most effective way for the WASC-Senate task forces (Teacher-Scholar; Learn-by-Doing; Integration and Student Learning; Strategic Plan) to solicit and obtain faculty input?

Brainstorm Session:

- Email 
- Surveys (web-based, e.g. Survey Monkey) – need to be time appropriate, e.g. 5 minutes
- 15 minutes at a department meeting – can discuss one concept or two; give them a “precursor” email (could be Survey Monkey) beforehand so people can be prepared
- Blackboard 
- Briefcase function in Zimbra to share documents
- Identify liaisons in each department who may already be working on their department strategic plans 
- “Clicker” sessions (live meeting at which people respond to question via a clicker; “ask the audience” approach

Final Recommendation:

- Hybrid approach – Give opportunity for independent thinking by soliciting feedback via web-based survey, e.g. Survey Monkey. Someone from the department presents the results during a department meeting. Give the results in two forms – (1) how the department responded to the survey and (2) how the university as a whole responded to the survey. Provides an opportunity to see the alignment between the department and university. Objective of the survey along with getting independent feedback is for the survey to be a precursor and introduce the topics to be further discussed at the department meeting at which there is discussion in attempt to get additional feedback.

Strategic Plan Questions:

5. What are the three most important issues in the Strategic Plan on which faculty need to have an especially strong voice? Why?

- What is the definition and role of professional development for faculty in relation to the mission of the campus? (What counts as professional development?) Is it enhancing the prestige of the university, is it to provide funds for the university, is it to enhance student learning? How much of a role should professional development play in RPT?

- What is our most important product/customer at our institution? For example, is it knowledge or is it knowledgeable students? How do we strike the balance between individual faculty achievement and student-focus. Is it the faculty or the graduated students who make the reputation of our institution? What do we value?

- Key performance indicators for the strategic plan. Need to be careful of the behavior that key performance indicators can create, so they are not orthogonal to the goal.

Why:

- The faculty and staff are in the trenches with our “product” which is our students. Because of the day-to-day interactions with students, faculty and staff are especially attuned to addressing these issues.

6. In general, a key performance indicator (KPI) is a measurable parameter used by an organization to determine how well it is achieving its goals. What are the top three KPIs that should we measure to determine how well we are achieving the goals in the Strategic Plan? Why?
• Number and availability of jobs and employment rate of graduates

• Student and faculty ratio with the caveat of how do you calculate for faculty that don’t teach full-time.

• Preparedness of our graduates for not only their chosen profession but also as excellent communicators and logical and analytical thinkers with leadership qualities, the ability to think and converse outside of their fields, and cross-cultural competency.

• Salaries of graduates in relation to the cost of their education, e.g. what is a graduate making 5 years into their career in comparison to how much was spent on their education at Cal Poly. How does it compare to other institutions?

• Alumni support of university – not just in dollars, but participation and engagement through gifts, projects, hiring graduates, legacy students, etc.

Definition Requests:
Without obsessive word-smithing, please attempt to define the following in a way that is inclusive of all academic programs we offer:

• “comprehensive polytechnic university”

  See KPI #3 – excellent communicators and logical and analytical thinkers with leadership qualities, the ability to think and converse outside of their respective fields, and cross-cultural competency.

• “learn-by-doing”

  Labs, projects, work experience, require small class sizes, maintain close faculty-student interaction

• “all majors are polytechnic and produce whole-system thinkers”

  Acknowledging the intellectual, emotional, and spiritual components of all of us, which are manifestations of our humanity.

• “Teacher-scholar”

  The role of scholarship is to keep faculty engaged in their original field as well as keeping current, keeps “creative juices” flowing, and enhances their job in the classroom. Can bring projects onto campus. There is scholarship in teaching itself and that needs to be acknowledged – to teach is to learn twice.
Quick General Question:

1. What is the most effective way for the WASC-Senate task forces (Teacher-Scholar; Learn-by-Doing; Integration and Student Learning; Strategic Plan) to solicit and obtain faculty input?
   - **Surveys.** Two ways: one more quantitative and one more qualitative. Quantitative: a survey with specific questions testing certain passages. Qualitative: open-ended responses to questions.

Strategic Plan Questions:

2. What are the three most important issues in the Strategic Plan on which faculty need to have an especially strong voice? Why?
   - Teacher-Scholar Model. Everybody has a different definition.
   - All majors are polytechnic.
   - Restoring economically viability.
   - All things that bear directly on faculty.

3. In general, a key performance indicator (KPI) is a measurable parameter used by an organization to determine how well it is achieving its goals. What are the top three KPIs that should we measure to determine how well we are achieving the goals in the Strategic Plan? Why?
   - Teacher-Scholar Model: dollars in funding, number of publications both measure only the scholar side, TSM factor: total dollars x total publications / total SCUs.
   - Student learning. **Weighing brain mass of entering freshmen and comparing it to graduating seniors.**
   - All majors are polytechnic. Comprehensive range of programs. Ratio of A&S to professional or its inverse. Number of programs that require calculus. **P factor: number of math and science credit hours divided by total credit hours in each program**
   - Restoring economic viability: **Student to faculty ratio.**
   - Diversity: **demographics of students and faculty/staff.**

Definition Requests:

Without obsessive word-smithing, please attempt to define the following in a way that is inclusive of all academic programs we offer:

- **“comprehensive polytechnic university”**
  Integrated knowledge? Comprehensive modifies polytechnic, or polytechnic modified comprehensive? Comprehensive means breadth of disciplines. Cultural and technical literacy for all majors. **Multi-lingual in a disciplinary sense. Cf. engineering studies.**

- **“learn-by-doing”**
  Knowledge is put into the context of relevant experience. To actively practice your discipline. **An authentic performance in the discipline** that reflect the real performance of people with a certain expertise in the world.

- **“all majors are polytechnic and produce whole-system thinkers”**
Historically, the campus has been defined by a polytechnic "club" to which only a few colleges belonged. All majors are polytechnic means that every major has a place in our identity. Whole system thinkers: STEAM—the arts have their place in STEM. Seeing problems and solutions in contexts. The dam as an example — very good in the narrow sense of making water and power but very bad in terms of the larger ecology. Ecology as an important word. An ecology of knowledge as a model university.
Quick General Question:

1. What is the most effective way for the WASC-Senate task forces (Teacher-Scholar; Learn-by-Doing; Integration and Student Learning; Strategic Plan) to solicit and obtain faculty input?
   - If WASC document already defined teacher/scholar, shouldn't we use this information already, aren't we running in circles? Did the previous collection method used by WASC work or not work? Didn't they collect information already via a vacuum cleaning process?
   - Dedicate time in a department meeting, at least 1/2 hour
   - Department level is best, not individual, don't go deeper than department
   - Certain departments have PhD track in addition to Practitioner Track, in addition to Scholarship of Teaching
   - Involve the staff in these discussions, best way to get them is through Senators and Senate committees
   - More focus groups, not a vacuum cleaner approach

Strategic Plan Questions:

2. What are the three most important issues in the Strategic Plan on which faculty need to have an especially strong voice? Why?
   - Please include Staff in this question
   - The opposite question is important, what is the LEAST important part, we think saying “Nation’s premier comprehensive poly...” seems a bit silly if we are a group of one or two. So what?
   - Should we be trying to attract the BEST THINKERS? Not the best GPA students
   - We need to establish the tracking progress that we are going to use. This is super important because we need to know how we are going to know if we are successful?
   - Economic viability is very important. Without it we cannot function
   - Under the VISION statement, we did not see “How do we view ourselves” we see primarily “How do others view us”. The VISION is critical, do we recognize greatness ourselves? What does a great institution look like? What do we want to be? We currently are very, very good, no need to change many things. Perhaps our vision is not to change too much.
   - Can we take any student, not simply the best incoming student, but any student, and can we have them become CAPABLE if they moved through our system.
   - Can we be a MORE AGILE program? This requires money and we need to have a 1:16 student ratio.
   - Resource allocation, resources must be aligned with our expectations towards greatness and thoughtfully distributed
   - Therefore GREATNESS, AGILITY, ECONOMIC STRENGTH

3. In general, a key performance indicator (KPI) is a measurable parameter used by an organization to determine how well it is achieving its goals. What are the top three KPIs that should we measure to determine how well we are achieving the goals in the Strategic Plan? Why?
   - There is a problem with GRADUATION RATE percentages. In Engineering, many students are disqualified, that is a good thing because we don’t want to push through everyone, this is a life safety issue
   - A minimum GPA for a department is a good KPI
   - Placement of our students who do graduate is important. They are highly sought after. Another KPI is “how do our grads advance in their careers five to ten years out?”
   - Depth and breadth and quality of individual student experiences must be mapped
   - Are our students happy? Did they have a positive experience here on campus? Could an entrance interview and exit interview be conducted?
   - Do we retain our students? Retention is a good KPI
   - What is the quality of our students’ progress? Is the quality of their experience increasing as they move through the curriculum?
   - Publications by faculty, especially with student co-authors! This is a bit dangerous because we need the financial support to
• Faculty retention and retention of professional staff. Is the faculty and professional staff happy and satisfied with their experience? Is the faculty and professional staff diverse?

Definition Requests:

Without obsessive word-smithing, please attempt to define the following in a way that is inclusive of all academic programs we offer:

• “comprehensive polytechnic university”

A polytechnic links theory to practice. There must be a hands-on aspect to the school. It is akin to a TRADE SCHOOL, or a VOCATIONAL SCHOOL. It is a place where you are trained (hands on) and you learn skills. In Europe, the level of intellectual skills is lower than here. Here polytechnic means thinking and doing. We are training professionals. We come here because it is career oriented or profession oriented. This is not necessarily a training for a specific trade. One big hurdle is that we admit them into a major as Freshman, this contributes to a TRADE SCHOOL mentality. This creates huge problems in the definition of Teacher/Scholar. A polytechnic must mean that students are trained to gain knowledge outside their specialty. In Europe, a lot of GE is done prior to entering the polytechnic, and a polytechnic is an elite institution, not a typical university. In Africa, a polytechnic is lower in prestige than a typical university. So we might want to focus on breadth and depth a T shaped person. We need to emphasize the horizontal part of the T, not just the deep teeth. Why is philosophy important at a polytechnic? What is it about the science of philosophy that is of value to all? The master’s degree is important it is part of our identity now. For an engineer, the polytechnic experience is pretty easy to explain. But what about an Art Major at Cal Poly? What does a polytechnic mean to him/her? Perhaps they can apply chemistry, physics etc that can inform their art and provide linkages that students studying Art at an art school might never have. Students sitting in a class outside their major should not ask “Why am I taking this course?” they should ask “how can this course help me in my major?” This is summarized as an INTENTIONAL EXPERIENCE. It is our intention to have engineers connect somehow to liberal arts and vice versa, but we should emphasize the intentionality. Becoming an intellectual is one of the missions of a comprehensive polytechnic. Could there be more coherence across GEs and GEs to MAJORS, either by mapping learning outcomes or emphasizing intentionality.

• “learn-by-doing”

Linking theory to practice it is so much more than hands-on. It is not simply flowing from theory to practice, it has to be circular, practice must spin back to theory, what we learn in the lab/classroom colors what we learn in the world. Learning to do something by actually doing it, there is a trial and error atmosphere and provides an opportunity for students to BE TAUGHT not simply to learn. A learn by doing atmosphere allows students to be taught. Studio environment is an excellent model for this, students being guided by a mentor, yet they are allowed to experiment, fail and then ultimately learn. The mentor is really guiding the students who is really a coach. The students are going to actually do it. But how about a course in differential equations? They won’t get there by trial and error, yet we can still guide them in a varied experiential setting. Give them opportunity to practice thinking out loud, let them reflect and speak and intellectually experience things in a vibrant setting. Can they defend their position and argue intellectually? Can we do by learning? Can we Learn by Thinking! Learn by thinking is Philosophy, not learning a trade.

• “all majors are polytechnic and produce whole-system thinkers”

Destroy the myth that polytechnic is solely the purview of engineering and architecture. Take Art for example, they are hands-on, they are creative. Musicians can also use physics to better understand their craft. This leads to a whole-systems thinker: we don’t want students to be fed, we want them to get to the point of using concepts not simply reiterating facts and formulas. The whole system thinker is actually a big part of our vision. In every polytechnic, the base line of a career professional comes from STEM proficiency. How can engineering exist without science and math? Yet science and math can exist without engineering! So they provide pieces of a bigger picture. The word “Comprehensive Polytechnic” itself is controversial, can it be “TECHNIC” means CRAFT. Polytechnic means MANY CRAFTS. Go back to Greek definition. We cannot change our name and we suspect that the word “comprehensive” is duct-taped on to POLYTECHNIC to satisfy a whole system thinker who does “learn by doing and learn by thinking” A T SHAPED individual expresses the intersection of Learn by Doing and Learn by Thinking.”

• Teacher/Scholar

Teachers who are involved in discipline specific intellectual pursuits, but then link it back into their teaching. This is the scholarship of discovery and the scholarship of teaching. Don’t reduce the word scholar to a narrow view of research.
Scholarship means growing in your discipline. This definition also applies to professional staff as well, yet they would have to link it to their work, perhaps use lower case “t” in teacher/scholar. Everybody on this campus has an impact on our students, even the housekeepers.
Quick General Question:

1. What is the most effective way for the WASC-Senate task forces (Teacher-Scholar; Learn-by-Doing; Integration and Student Learning; Strategic Plan) to solicit and obtain faculty input?
   - Email.
   - A face-to-face meeting involving food and possibly drinks include at least two committee members or a tape recorder

Strategic Plan Questions:

2. What are the three most important issues in the Strategic Plan on which faculty need to have an especially strong voice? Why?
   - Creating an achievable vision statement because the current vision is unrealistic.
   - Connecting resources to vision and identity because if something is not economically viable, it is not attainable.
   - Teacher Scholar Model because it has little presence in the current plan and is increasingly being inserted into the RPT process either implicitly or explicitly.

3. In general, a key performance indicator (KPI) is a measurable parameter used by an organization to determine how well it is achieving its goals. What are the top three KPIs that should we measure to determine how well we are achieving the goals in the Strategic Plan? Why?
   - Employment rate at graduation and salary and position at 10 years out.
   - Alumni satisfaction i.e., would you choose Cal Poly again, would you recommend Cal Poly to others, would you encourage your children to attend Cal Poly
   - Ratio of money brought in vs. money spent in Advancement

Definition Requests:

Without obsessive word-smithing, please attempt to define the following in a way that is inclusive of all academic programs we offer:

- “comprehensive polytechnic university”
  we accept the Carnegie analysis given in the strategic plan

- “learn-by-doing”
  endorse definition in WASC CPR

- “all majors are polytechnic and produce whole-system thinkers”
  without consensus we endorse as defined on page 16 of the strategic plan

- “teacher scholar model”
  we endorse the definition given on Administrative Bulletin 85-2 dated February 22, 1985 (page 3)
Quick General Question:

1. What is the most effective way for the WASC-Senate task forces (Teacher-Scholar; Learn-by-Doing; Integration and Student Learning; Strategic Plan) to solicit and obtain faculty input?
   - Electronic surveys, directed department discussion and the Senate floor

Strategic Plan Questions:

2. What are the three most important issues in the Strategic Plan on which faculty need to have an especially strong voice? Why?
   - Curriculum continue to be under faculty control—most closely associated with the student educational needs
   - Allocation of resources—faculty retention for departmental research and teaching
   - Faculty need to have a strong voice in what professional development is
   - Alignment between faculty and administration goals for the University—cover the “What are the gaps between our vision, mission, and our current position” situation
   - Program and assessment need to be very carefully tied to what it means to “implement institution-wide vision-driven and evidence-based decision-making and continuous improvement”

3. In general, a key performance indicator (KPI) is a measurable parameter used by an organization to determine how well it is achieving its goals. What are the top three KPIs that should we measure to determine how well we are achieving the goals in the Strategic Plan? Why?
   - Job placement rate
   - Measures of graduation success against other peer universities.
   - Cost to degree
   - Student functionality 6 months post-hire

Definition Requests:

Without obsessive word-smithing, please attempt to define the following in a way that is inclusive of all academic programs we offer:

- “comprehensive polytechnic university”
  All students have technical exposure prior to graduation and they have to have comprehensive liberal arts exposure
  Two definitions that need to be conjoined or make it “comprehensive, polytechnic university”

- “learn-by-doing”
  Is the core of our polytechnic identity

- “teacher-scholar”

- “all majors are polytechnic and produce whole-system thinkers”
  All majors support the polytechnic vision and thereby produce whole system thinkers
Academic Senate Retreat
Strategic Plan Activity

Table 6

Quick General Question:

1. What is the most effective way for the WASC-Senate task forces (Teacher-Scholar; Learn-by-Doing; Integration and Student Learning; Strategic Plan) to solicit and obtain faculty input?

   • Be specific in the issue/question asked (i.e. no open-ended ideas veiled in the premise of “what do you think…”)
   • Define it first to then lead to strengthening/challenging ideas
   • Individualize at grassroots level – send members to departments/colleges to gauge/solicit input

Strategic Plan Questions:

2. What are the three most important issues in the Strategic Plan on which faculty need to have an especially strong voice? Why?

   • Role and measurement of research productivity in RTP; Teacher/Scholar – where does service rank within this model... Where is Teacher/Scholar/Citizen within this definition?
   • What specific direction does the vision statement do in terms of moving us forward; what does it mean for the future in terms of action items; form & function
   • Understand the realistic and the constraining aspects of the teacher/scholar definition
   • Demands of Learn by Doing on individual course delivery – how does that definition trickle down from university, college, department, program and course.

3. In general, a key performance indicator (KPI) is a measurable parameter used by an organization to determine how well it is achieving its goals. What are the top three KPIs that should we measure to determine how well we are achieving the goals in the Strategic Plan? Why?

   • Ranking and Program recognition – premier is embedded in vision
   • Quality of graduates – depth of knowledge and breadth of skills; our vision is founded in the “products” we deliver. Also, making sure that assessment isn’t painting us into a “No Child Left Behind” corner; not simply about an objective test/skill set. Measure of quality also based upon their career beyond the ephemeral (employers 5, 10, 15 years out).
   • Quality of faculty and facilities – proof is in the resources to produce the vision

Definition Requests:

Without obsessive word-smithing, please attempt to define the following in a way that is inclusive of all academic programs we offer:

• “comprehensive polytechnic university”

Knowledgeable across divisions – multilingual in disciplines of learning, a comprehensive polytechnic university is defined as specialized disciplines collaborating together to produce students balanced in the technical, humanities and scientific fields with an eye toward graduating creators and innovators versus employees and workers.

• “learn-by-doing”

Learn-by-doing is the initiation of theory into practice – emphasizing the creation of teaching environments geared toward providing students with varying skills sets in “real” life and “real” career application.

• “teacher/scholar”

Teacher/Scholars are professors, pushing the envelope of knowledge, who continue to learn and produce work within their fields with a sense of quality reciprocity towards enhancing student/course learning.
• "all majors are polytechnic and produce whole-system thinkers"

How about all majors are COMPREHENSIVE polytechnic…thus see above

Or

Every Cal Poly student should be balanced in the technical, humanities and scientific fields.
Academic Senate Retreat  
Strategic Plan Activity  
Table 8

Quick General Question:

1. What is the most effective way for the WASC-Senate task forces (Teacher-Scholar; Learn-by-Doing; Integration and Student Learning; Strategic Plan) to solicit and obtain faculty input?
   - The most beneficial information can be obtained by focus groups rather than surveys. (With the following caveat, that decisions will be made if faculty do not provide input.) Send members of the task force into department meetings.

Strategic Plan Questions:

2. What are the three most important issues in the Strategic Plan on which faculty need to have an especially strong voice? Why?
   - Assessment – Faculty are those who know best about what is happening in the classroom and how to assess performance and outcomes. Graduation is too gross and simplistic to be an effective indicator. Assessment should occur on multiple levels. Programs that have external accreditation will include that data as well. Faculty should be able to propose and implement assessment tools from the grass roots rather than a top-down approach to assessment.
   - Teacher Scholar Model – Developing an institution that promotes and sustains the teacher-scholar model. (Clear definition about what scholarship is at Cal Poly across different colleges and departments.)
   - Vision – Role of faculty in developing vision.
   - Decisions – Is there a place for faculty in the decisions. More specifically, faculty input on how decisions regarding budgets and allocation are made.

3. In general, a key performance indicator (KPI) is a measurable parameter used by an organization to determine how well it is achieving its goals. What are the top three KPIs that should we measure to determine how well we are achieving the goals in the Strategic Plan? Why?
   - Tracking of ratio of housing costs to median faculty salary, private universities, community college—issue of retention and attraction of quality faculty. Question of spousals hires and how that affects hiring new faculty.
   - KPI for faculty excellence – faculty production, patents, etc.
   - KPI for advising effectiveness and benefits
   - Areas that emphasize education (single and multi subject) – how many are in education and of those how many in California.

Definition Requests:

Without obsessive word-smithing, please attempt to define the following in a way that is inclusive of all academic programs we offer:

- “comprehensive polytechnic university”
  Every professional student will have a balance of arts, sciences, and humanities; every arts, sciences, and humanities student will have a balance of professional programs.

- “teacher scholar”
  Faculty who embrace active participation in both teaching and scholarship; meaningful student engagement in faculty scholarly activities; inclusion of scholarship in teaching to create vibrant learning experiences for students.

- “learn-by-doing”
  Synthetic endeavor combining applied and conceptual learning.

- “all majors are polytechnic and produce whole-system thinkers”
  True.
Quick General Question:

1. What is the most effective way for the WASC-Senate task forces (Teacher-Scholar; Learn-by-Doing; Integration and Student Learning; Strategic Plan) to solicit and obtain faculty input?
   - Wiki for faculty to access
   - Department Chairs – solicit faculty input
   - Survey
   - Open Forum
   - Focus group (in person or Elluminate)

Strategic Plan Questions:

2. What are the three most important issues in the Strategic Plan on which faculty need to have an especially strong voice? Why?
   - Gaining specificity in definition of “comprehensive polytechnic” and “premier”.
   - Can each faculty member and staff find a way to contribute to the review process?
   - Address the issue of whether or not every major should be “Polytechnic”

3. In general, a key performance indicator (KPI) is a measurable parameter used by an organization to determine how well it is achieving its goals. What are the top three KPIs that should we measure to determine how well we are achieving the goals in the Strategic Plan? Why?
   - **Goal: Increase Integration and interlinking...**
     Measure cross disciplinary work – number of students doing cross disciplinary projects / Faculty appointments in multiple colleges
   - **Goal: Build on a core Learn...**
     Track job placement – survey alumni
   - **Goal: Adopt and implement comprehensive enrollment management**
     Variance of enrollment

Definition Requests:

Without obsessive word-smithing, please attempt to define the following in a way that is inclusive of all academic programs we offer:

- “comprehensive polytechnic university” (aspirational)
  
  Historical emphasis in technical fields – currently inclusive of humanities and other fields - Unrealized potential of integrating across disciplines

- “learn-by-doing”
  
  Provide learning environment that combines practical challenges and theory to prepare graduates to be immediately contributing members of their profession and community.

- “all majors are polytechnic and produce whole-system thinkers”
  
  We do not believe that all departments are polytechnic given that we are a comprehensive polytechnic.

- Teacher Scholar
Balance between teaching and scholarship
A model which allows faculty to engage in activities which enhance the learning environment of students.