

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

**SPECIAL MEETING OF THE  
Academic Senate Executive Committee  
Tuesday, April 18, 1995  
UU 220, 3:00-5:00pm**

- I. Minutes:
- II. Communication(s) and Announcement(s):
- III. Reports:
- IV. Consent Agenda:
- V. Business Item(s):
- VI. Discussion Item(s):  
**The Cal Poly Plan:** This discussion will center around the rationale for developing a Cal Poly Plan, some of the elements of such a Plan, and creating a process for further development of the Plan. [This is a continuation of the Executive Committee discussion on Productivity held on April 4.] (pp. 2-12)
- II. Adjournment:

Note to Executive Committee: This article will be published as an Outlook piece during the week of April 17, 1995

## The Cal Poly Plan

Warren J. Baker

April 12, 1995

### The Cal Poly Plan

As most people now realize, California higher education faces a crisis of growing proportions. Colleges and universities are confronted by a burgeoning student population and limited financial resources, and they have to come to terms with the prospect of fierce competition for limited state tax dollars extending far into the future. At the same time, higher education is being challenged by growing public and political concerns about costs, quality, and accountability.

At Cal Poly, we need to act on these problems, responding in ways that will permit us to preserve the mission and character of the University and best serve the interests of our students. If we are passive, fail to act, we may be required to accept answers imposed upon us.

In fact, owing to the unique qualities of this university, I believe we have opportunities to meet these challenges in ways that will actually enhance our operations and the quality of education we offer. The purpose of this report is to outline some of the initial steps we propose to take through campus-wide consultations in order to create what we are calling the "Cal Poly Plan," a plan to place Cal Poly in the forefront of public higher education in developing strategies for increased growth and improved quality, productivity, and accountability. This is a plan that will make sure we and not others shape the way we will meet the challenges of the new century.

First, however, let me list more fully the problems we face:

In about a decade, 450,000 additional students will be seeking admission to the state's colleges and universities each year, with about 180,000 of these young men and women asking to

squeeze into the California State University system that is already close to capacity. And these numbers will keep going up in the years that follow.

The increasingly diverse nature of this growing student population puts particular demands on higher education to open its doors wider and to re-evaluate its curricula, making sure new generations of citizens are well educated to find productive places in a constantly changing, increasingly complex, and even more challenging society and work force.

In the meantime, political voices in Sacramento are making persistent demands that higher education be more efficient in managing its resources -- that we do more with the same, or less. These demands, I believe, accurately reflect the public's concerns about accountability. The public wants to be certain we are efficient and productive. Citizens also want to make sure we indeed provide quality and service to students and do not exist primarily to advance the research interests of faculty.

In an era when demands for access and accountability are on the rise, public higher education must respond clearly and fully. Restoring public confidence and renewing appreciation for our role in society may be the most important goals we can reach.

#### Cal Poly's Unique Opportunities

Cal Poly is uniquely positioned to lead the way in devising responses to these challenges. In fact, according to Clark Kerr, former President of the University of California and, subsequently, chair of the Carnegie Commission on Higher Education, the kind of programs offered by Cal Poly show the direction of higher education throughout the nation. Here is a

passage from Dr. Kerr's book Troubled Times for American Higher Education published last year:

"In general, I believe that the greatest single trend in the reorientation of program efforts within American higher education, as already in Western Europe, will (and should) be toward more emphasis on . . . polytechnic type skills and . . . polytechnic type applied research and technology transfer. This is where the competitive battles will focus increased attention."

The value of the polytechnic education we offer is already recognized by the public. Our academic programs and the excellent instruction provided by our faculty attract many more top students than we are able to accommodate. We are obviously doing something right.

Meanwhile, in the face of a strong demand for admission, we have unused capacity on campus to serve more students if we are supported by sufficient operating funds. We could in fact enroll more than 2,000 additional full-time students during the academic year and a substantial increase during Summer Quarter.

Growth in enrollments would obviously fuel development throughout the university, including opportunities to hire new faculty and staff. Positioning ourselves to make new hires is particularly important since we would have the potential for attracting some of the best new faculty in the country at a time when employment opportunities elsewhere are limited.

We have made significant gains in student diversity, doubling the percentage of minorities on campus over the past decade, but we continue to have an unwavering commitment

to continued progress in this area. With the opportunity to add additional students, we are committed to further increasing the enrollment of underrepresented students at Cal Poly.

Cal Poly is already a nationally recognized leader in undergraduate education. This reputation is based on the quality of our faculty and programs, and it also stems from our "learn by doing" philosophy, our history of innovation in teaching and learning, and our strong record for retention, graduation, and student academic and career success. Adequately funded growth would allow us to build upon these strengths. For example, we could offer students even more personal attention and improve their academic and support services and resources. Faculty could have more opportunities to experiment with new methods of teaching and learning.

We are committed to evaluating the academic quality and effectiveness of our offerings. We have a program review process in place, and we probably will wish to enhance the means we use to assess accountability. And when it comes to productivity, Cal Poly has taken significant steps to manage our resources more efficiently. Planned growth coupled with further relaxation of some CSU and State regulations may allow us to find additional opportunities to improve our efficiency while we also improve quality.

All in all, our reputation for excellence that attracts top applicants, our capacity for growth, and our successes in efficiency and accountability provide the foundations for even higher achievements in the future if we can locate the resources to support these changes.



### The Campus Charter and Beyond

Many of the issues I am placing before you have grown out of lengthy deliberations regarding a Campus Charter. The administration and the three Campus Charter Committees have come to realize, however, that Cal Poly may never be able to create a document that we can refer to as the charter; instead, we should see ourselves involved in an on-going "charter process," focusing on CSU and State policy changes that would benefit this university. We think that changes in regulations can help us address the external pressures we face, enhance our operations, and perhaps, serve as a model for other CSU campuses.

It should be clear that the first task facing us is to find more operating funds. Meeting challenges for growth and accountability, for investments in diversity, and for improved quality and productivity requires additional resources and a good plan. Cal Poly, given our high-cost technical programs, in fact needs financial support above the average now being provided for the CSU. We must break new ground in policies that determine our funding, that limit our investment flexibility, and that constrain the creativity of our campus community. We must also break new ground in defining productivity and developing accountability measures that are clearly linked to what the campus by consensus sees as improvements in quality.

### Elements of a Cal Poly Plan

To shape our own destiny, we must produce a plan that answers the following questions:

1. Access. If we are to achieve adequately funded growth, in what areas should this growth be realized? Should we make fuller use of the Summer Quarter to decrease the time to a degree for our students? Should we offer our Summer Quarter to other CSU students?

2. Funding. How should this growth be financed? What particular proposals should we consider regarding revenue sources open to us -- that is, state tax dollars and student fees -- as we try to fund growth and improve service to students, as we also invest in new development to improve both the quality and efficiency of teaching and learning?

3. Diversity. What steps should be taken to further diversity? How should diversity considerations be used in determining areas of growth in the student body as well as the faculty and staff?

4. Productivity, Quality, and Accountability. In addition to using our physical plant more efficiently, what other productivity measures should we consider? In fact, how do we define "productivity" in an academic setting? How does educational quality fit in this definition? And how do we define "accountability"? Once we have defined these measures, how do we make it possible for students, faculty, staff, and administrators to be more productive?

#### Developing the Cal Poly Plan

To determine whether it might be feasible to develop a plan for this campus, the administration held preliminary discussions with Chancellor Munitz and his Cabinet in late March. Responses from the Chancellor and some members of the Board of Trustees have been very positive. They share our belief that Cal Poly may be uniquely positioned within the CSU to lead in developing creative responses to the challenges facing the system. These discussions



were informal and wide-ranging, and they did not commit either the university or the CSU system to any specific course of action.

Meanwhile, I have appointed three university vice presidents -- Robert Koob, Academic Affairs; Frank Lebens, Financial Affairs, and Juan Gonzalez, Student Affairs -- to a steering committee that also contains three officials appointed by the Chancellor. This group is to explore the boundaries within which campus decisions are possible, in essence developing a framework for the development of a plan.

Once we have established these boundaries, we will provide the campus with a "white paper" laying out the issues, parameters and limits of our planning conversation. Prior to preparing this "white paper," the administration is continuing to consult with Academic Senate leaders, including the Senate's Executive Committee, ASI leaders, staff leaders, and the three Campus Charter Committees whose membership is drawn from the faculty, students, staff, and administration as well as employee labor groups. We will also be talking to student leaders and college councils.

Starting early Fall Quarter, we will offer venues for wide-ranging discussions among all of the constituents on campus as well as community leaders whose opinions will be especially valuable regarding possible increases in enrollment. Friends of the university will also be asked to assist those of us on campus in developing the directions we may take to generate investments in productivity and efficiency, to determine accountability measures, and to modify personnel policies to foster more creativity and efficiency. Advice from faculty, staff, and student groups will be sought to help us set up these discussions. We want to have a free and frank debate and, at the same time, try to create an atmosphere that encourages the discovery of new ideas.

Members of the administration realize they don't have all the answers. We may not even have all of the questions.

I am asking that everyone -- faculty, staff, students, and administrators -- plan to work together to create what promises to be a new and even brighter chapter in Cal Poly's history. We may find ourselves moving into uncharted territory, and we will need your cooperation and good will. More than that, we will need your knowledge, your creativity, your wisdom.

#### A Word to Faculty and Students

In closing, I want to make sure faculty clearly understand that any changes we make to improve efficiency, productivity, and accountability will not include increased workloads for instructors. We already know from past surveys that the teaching contact hours spent by our faculty are considerably higher than one would find elsewhere in higher education. We need to achieve more discretionary time for faculty to develop new and creative approaches to learning and to assure their own professional growth. We need to step up our efforts to develop and implement innovations in teaching and learning, perhaps even "re-engineer" how the University carries out its instructional programs so that we reach productivity goals while simultaneously improving quality and investing in more faculty development. I do not think these objectives are mutually exclusive.

We must be sure as well that any changes we make will be to enhance quality, not diminish it. This means we need to define "quality" and find the appropriate means to measure productivity and efficiency. We must maintain academic rigor in our programs. Many of the performance-based initiatives in higher education beginning to sweep the country over-simplify

the definition of productivity and do not consider the resulting changes in quality. While students and their parents are understandably concerned whether a university education will lead to a rewarding profession, we cannot simply train our graduates for entry-level positions alone. We must prepare them for a complex and dynamic work place that requires a breadth of knowledge, giving them greater flexibility in their career choices and the tools to support life-long learning. Our students must be able to make informed choices, think critically and develop lasting values. These goals must be reflected in our definition of quality.

Productivity models used in the past that were based exclusively on the number of student-credit-units generated did not directly address such issues of educational quality. We may want to use funding and rewards in teaching to emphasize more sophisticated student outcome measures. To be clearly accountable, as the public is asking, we need to be responsible for providing the depth and breadth of knowledge and diversity of skills our students truly require in the modern world. We need to make the public understand and appreciate the goals we have established for our students and then demonstrate that the means used to help our graduates reach these goals have been wisely and efficiently employed.

Speaking to students, I would like to emphasize that particular attention will be given in the Cal Poly Plan to providing an enhanced Cal Poly experience for students. Through growth in enrollments the Cal Poly Plan will permit us to focus new funds on improvements in the quality and availability of our academic offerings, support services and other resources. Our desire is to exploit the opportunity for growth to improve an already excellent education.

Therefore should the Cal Poly Plan require an increase in student fees, it is our clear expectation that they will result in direct improvement of academic and support services to students. Increased availability of courses, including courses in the summer, more personal

attention to student needs, richer library and laboratory resources, expanded access to computer technology -- these are some of the kinds of benefits that we believe can flow from the Cal Poly Plan. A central emphasis will also be placed on initiatives that encourage and support shortened time to degree.

In order to develop the Cal Poly Plan student participation will be critical. Students will join faculty and administration as the discussion begins and initial decisions are made.

Throughout the process we will encourage student participation and seek student views and assistance in developing this exciting initiative to build an even brighter future for Cal Poly and for our students.

--Warren J. Baker, President

Exec Comm mtg 4/18/95

VIEW THE NOTE

E01

From: MAILER --CALPOLY Date and time 04/14/95 09:52:29  
Return-Path: <rbowker@OBOE.AIX.CALPOLY.EDU>  
Received: from CALPOLY (NJE origin SMTP@CALPOLY) by OASIS.CALPOLY.EDU (LMail  
V1.2a/1.8a) with BSMTP id 1740; Fri, 14 Apr 1995 09:52:29 -0700  
Received: from oboe.aix.calpoly.edu by ACADEMIC.CALPOLY.EDU (IBM VM SMTP V2R2)  
with TCP; Fri, 14 Apr 95 09:52:28 PDT  
Received: by oboe.aix.calpoly.edu (AIX 3.2/UCB 5.64/4.03)  
id AA47463; Fri, 14 Apr 1995 16:21:54 GMT  
Date: Fri, 14 Apr 1995 09:21:52 -0700 (PDT)  
From: Rosemary Bowker <rbowker@oboe.aix.calpoly.edu>  
To: staff-council@oboe.aix.calpoly.edu  
Subject: Cal Poly Plan  
Message-Id: <Pine.A32.3.91.950414091930.128275C-100000@cymbal.aix.calpoly.edu>  
Mime-Version: 1.0  
Content-Type: TEXT/PLAIN; charset=US-ASCII  
Sender: staff-council-request@oboe.aix.calpoly.edu

There will be a special meeting of the Executive Committee of the  
Academic Senate to discuss the "Cal Poly Plan" on Tuesday, April 18 from  
3 to 5 pm in UU 220. The campus should receive a Outlook piece by  
President Baker describing the Cal Poly Plan during the week of April 17.  
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PF6 Reply PF7 Resend PF8 Print PF9 Help PF10 Next PF11 Previous PF12 Return  
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VIEW THE NOTE

E01

President Baker describing the Cal Poly Plan during the week of April 17.

Academic Senate Exec Committee is going to discuss the rationale for  
developing a Cal Poly Plan, some of the elements of the Plan, and  
creating a process for further development of the Plan.

From:  
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|| Cal Poly Plan

END OF NOTE

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## FACULTY PLAN

### SCOPE OF AUTHORITY

The Committee's paramount policymaking recommendations to the president would be limited solely to those issues involving the entire campus community, such as, parking or the distribution of the budget. In matters traditionally the prerogative of the faculty, such as the curriculum, the content and definition of what constitutes a baccalaureate class or the qualifications of persons entitled to teach such classes, the faculty insist on having the final say, after appropriate consultation with interested parties, before transmitting their recommendation to the president. Students and administration currently have representation in the senate and committees pertinent to their involvement.

### MEMBERSHIP

The distribution of the members would not be so critical to the faculty so long as the faculty exercise last say over matters recognized as falling under their responsibility and so long as the distribution reflects the fact that this is a university and the academic side must be safeguarded. With that in mind, we suggest the following distribution: five faculty, three students, two staff, and one administrator.

### AGENDA SETTING

This issue will always stimulate controversy because external exigencies may crowd out very important internal concerns. What the Committee is primarily concerned with is taking the long view so as to address issues in such a fashion as to avoid having to be forced into a posture of crisis management. That will take patience and good will on the part of the representatives of the various constituencies. All issues may be given an audience but the members, through the development of mutual trust, have to reconcile themselves to the reality that all won't be given priority. Constituencies will transmit issues through their representatives on the Committee and the Committee will rank and address them as it sees fit.

### RESPONSIBILITY/ACCOUNTABILITY

The Committee will recommend policy on matters pertaining to all and act as a conduit of accurate information to the campus constituencies. Success breeds success, and its function as a source and transmission of information will in time become more secure. Communication flows in both directions and the representatives on the Committee must be watchful not to introduce personal static and other interference with the flow.



## FEASIBILITY

As organizations go, universities have one of the longest traditions of success in the western world. The faculty does not favor disturbing those areas lacking a demonstrative need of repair. The Committee will achieve its greatest contribution to the improvement of campus governance by focussing on those areas needing attention.

## TIMELINESS

Timeliness is defined by the function performed. To the extent that the intent is reaching a consensus on an issue campuswide, the matter is involved and reiterative and will consume what will appear to be countless hours. Our recent experience with the Strategic Plan is a good example of a task consonant with the time expended. On the other hand, a mere piece of information or the quelling of a rumor can be accomplished in the twinkling of an eye--if it emanates from the proper source. This gets us to the next section.

## CONSULTATION & INVOLVEMENT

If the aforementioned categories are sincerely engaged, then consultation, involvement, and the next category, communication, will follow.

## COMMUNICATION

Please see Consultation and Involvement above. Of the three, communication is the easiest and will occur by default if consultation and involvement are seriously pursued.

## FACULTY PLAN

In offering our alternative, we have proceeded on the assumption that "The Committee" (Campus Committee, Pipeline, Tunnel, Poly Rump, ... whatever we decide to call it) will function so as to embody the six principles we have entertained so far: Communication, Openness, Consultation, Timely Involvement, Mutual Responsibility and Leadership. We want to restrict its policy-making power to solely those issues which directly affect the entire campus community, for example, parking and the budget. On all other matters, The Committee will function as an entrepot for issues affecting the manifold constituencies of the Campus. Here all groups will have the opportunity to share in a timely manner concerns which bear on them and the community at large. In this way, all will be informed, consulted and have the opportunity to participate in the generation of understanding and the prospect of achieving a comfortable level of consensus. It would be improper for this group to voice the final recommendation to the Board of Trustees or its representative on matters pertaining exclusively or primarily to one or only some of the Campus constituencies. To the degree that The Committee is recommending on matters that involve all the Campus community, it will be incorporating the six principles, and perhaps others as well (for instance, fairness, comity, good manners, generosity, et cetera).

At least some dimensions of Leadership or Mutual Responsibility resides with The Committee in all of its functions, such as when it acts primarily in the capacity of information conduit and mutual soundingboard as well as when it is acting as a policy-making organ. In all its functions, it must express the support of all its constituents otherwise it will lapse into irrelevancy and join the other spooks we are forever attempting to exorcise. How well it maintains the dedication, attention and respect of the community will depend on the importance of the issues discussed. Although all issues may be broached, some (for example, the sacking of the men's and women's basketball coaches) may best be left for the editorial pages of the Mustang Daily. However, the athletic budget allocation would be open for discussion!

Just as the faculty think that there may be issues which exclusively concern one or a few of the constituency groups, so are there some areas over which the faculty remains jealously protective. Among these are the following:

- the Academic Senate is the official voice of the Cal Poly faculty;
- the Senate shall be the formal policy-recommending body on decisions pertaining to the following matters:
  - minimum admission requirements for students,
  - minimum conditions for the award of certificates and degrees to students,

the academic conduct of students and the means for handling infractions, curricula and research programs, developing of policies governing the awarding of grades, minimum criteria and standards to be used for programs designed to enhance and maintain professional competence, including the awarding of academic leaves, campuswide aspects of academic planning.

the Senate shall be consulted on campuswide aspects of: program review, the basic direction of academic support programs, and policies governing the appointment of the president and academic administrators.

the faculty has the primary responsibility to recommend to the president the criteria and standards for the appointment, retention, awarding of tenure, promotion and evaluation of academic employees, including preservation of the principle of peer evaluation and provision for the direct involvement of appropriate faculty in these decisions; to determine the membership of the General Faculty; recommend on faculty appointments to institutional task forces, advisory committees and auxiliary organizations; and set academic standards and academic policies governing athletics.