

ACCESS TO EXCELLENCE (ATE)
Roadmap for College Deans: Cal Poly SLO

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I Background

The CSU outline for “Access to Excellence” a system-wide strategic planning activity to supersede “Cornerstones” (the plan that has guided CSU during the past ten years) can be reviewed at URL: <http://www.calstate.edu/acadaff/system%5Fstrategic%5Fplanning/>

“*The questions to guide campus conversations*” can be reviewed at URL: <http://www.calstate.edu/acadaff/system%5Fstrategic%5Fplanning/AccessToExcellence.shtml>

This campus engagement is important for two noteworthy reasons:

1. CSU level strategic plan provides the general framework for campus activities and can be either the enablers for campus aspirations or the restraint that prevents certain campus aspirations. Hence, participation in formulating the CSU system-wide strategic plan provides each campus with an opportunity for advocacy to shape the CSU plan to be aligned with our needs and aspirations.
2. The Cal Poly campus strategic plan has not been revised for a long time and after a decade it is now a campus priority at both the university and college level to revise the campus plans to match the needs of this decade. Diligent participation in the CSU Access to Excellence process provides a good foundation for the campus process to revise our strategic plans.

II Feb 27, 2007: Cal Poly Campus Conversation with CSU ATE team members

This February 27 culminating event on campus will be preceded by preparatory discussions on campus by all constituencies, to enable campus-specific issues and perspectives to be articulated with special emphasis on local needs, strengths and aspirations. Such campus-wide consultative dialog can be conducted within the limited time available, if the sub-conversations are organized within the campus community forums: “College Councils/Departments”, “Academic Senate”, “ASI/Student Councils and PCS: Professional Consultative Services/staff”. This document focuses on the roadmap for Deans to lead efforts within “College Councils/Departments” while the latter groups named above will be guided by their respective leaders (Senate Chair, ASI President and PCS designee).

The following *extract from the CSU guidelines* for campus level ATE dialog provides an overview of the nature and context of campus conversations:

_____ begin quote from CSU ATE document _____

The purpose of beginning the process at the campus level is to ensure that the process leading to the next CSU strategic plan will be broadly inclusive, involving dialogue among—and outreach to—the multiple constituencies that define the University and its mission. The steering committee urges Presidents to ensure a campus consultative process that will include students, faculty, and staff, as well as alumni, members of advisory boards, and other community stakeholders from outside the institution. Consistent with the CSU's commitment to shared governance, Academic Senates and Associated Students, Inc. should play significant roles in the campus conversations.

Recognizing that it may not be possible for every campus to schedule a single all-campus event that will involve simultaneous participation by the full range of stakeholders, we hope that as many campuses as possible might find a way to do so.

In addressing each the following issues, it would be useful to consider the perspectives both of the individual campus and of the CSU system as a whole . Specifically,

- What are the strengths of your campus and the CSU system now?
- What would you like either or both to be doing better in the future?
- What changes need to occur at each level (campus and system) in order to do what each should be doing?
- How could technology help to achieve goals and/or improve business processes in this area?

<p><u>Questions proposed by CSU for inclusion in campus conversations:</u></p>
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Domain 1. Assuring Access

1. *Encouraging improvement in P-12 students' academic preparation and eliminating the achievement gaps among different groups of students*
 - a. *Encouraging students to consider the option of going to college early in their academic careers.*
 - i. *Delivering comprehensive advising about getting to college, beginning in middle school.*
 - ii. *Seeking the help of networks of campus supporters - parents and family, alumni, community leaders, internship providers - in doing this.*
2. *Addressing the needs of special learners, as through adaptive technology.*
3. *Making the pathway to CSU from community college apparent, and removing barriers to transfer and success.*
4. *Ensuring that campus and system policies work in support of access.*

Domain 2. Connecting to P-12 Schools and to Community Colleges

1. *Seeking and securing value from partnerships with P-12, California Community Colleges, and interested community constituencies*
 - a. *Forging partnerships valuable enough to be regarded as a national model.*
 - b. *Assuring strong partnerships that will be sustainable over the long term.*
 - c. *Assuring that partnerships with P-12 and Community Colleges are effective two-way relationships.*
 - d. *Collaborating in development of expectations in key content areas such as math, language arts, science, and social studies.*
 - e. *Forging partnerships that address the state's workforce needs.*
 - f. *Collaborating to seek extramural funding to accomplish shared objectives.*

2. *Learning from, and implementing recommendations from, P-12 and Community Colleges in the preparation of teachers for both segments.*

Domain 3. Fulfilling Commitments to Multiple Stakeholders

1. *Identifying and reaching out to, partnering with, and serving the right set of local, regional, national, and international groups / constituencies.*
 - a. *Identifying and developing relationships with new stakeholder groups.*
2. *Maintaining and strengthening connections with internal stakeholders.*
 - a. *Establishing indicators that demonstrate that the campus values internal stakeholders.*
 - b. *Encouraging faculty and staff to be involved in partnerships with external stakeholders.*
 - c. *Encouraging involvement of alumni as mentors for current students.*
3. *Publicizing/ marketing strengths to show stakeholders the benefits of engagement with the CSU.*
4. *Identifying strategies that will sustain connections with key stakeholders, both internal and external*
 - a. *Identifying and employing strong strategies for each of these.*
5. *Identifying policy changes that might make campuses and the system better stewards of state resources.*

Domain 4. Ensuring Success in Student Learning

1. *Demonstrating the achievement of outcomes-based competencies among students and communicating these outcomes in ways that are clear and accessible to students, parents, and the public.*
2. *Awarding of credit to degrees using rigorous learning experiences both inside and outside the classroom and employing both traditional and nontraditional pedagogy.*
3. *Assuring that comprehensive student advising continues through to graduation from the CSU.*
4. *Tracking student success beyond the traditional six-year graduation rate.*
5. *Measuring and improving transfer student success.*
6. *Assessing the success of campus internship programs, and contributions to student success as a result of support from parents, community, and donors.*
7. *Assuring "start-to-finish" support for students with deficiencies in academic preparation from the time they are accepted into the university.*
 - a. *Involving student affairs professionals alongside faculty in providing needed support.*
8. *Ensuring that campus and system policies work in support of student success.*
9. *Supporting student participation in the research and scholarly and creative activities of faculty*
10. *Preparing students with a global perspective, language abilities, cross-cultural competencies, and technological capabilities that will lead to successful lives and lifelong learning skills.*

Domain 5. Faculty/Staff Excellence to Promote Student Success

Across multiple program types (baccalaureate; graduate; credential; certificate):

1. *Demonstrating and valuing faculty quality as an important input to student success*
2. *Demonstrating and valuing staff quality as an important input to student success.*
 - a. *Affirming the co-curricular experience of students as contributing to student maturation and academic success.*

3. *Recruiting and retaining high-quality and diverse faculty, staff, and administrators for the future.*
 - a. *Identifying desired characteristics in the faculty, staff, and administrators of the future*
 - b. *Identifying and addressing potential roadblocks to success in recruiting and retaining high-quality and diverse faculty, staff, and administrators for the future*
 - c. *Supporting the teacher-scholar model for faculty*
 - d. *Ensuring appropriate professional development for staff*
4. *Supporting high performance by faculty, staff, and administrators.*
 - a. *Recognizing multiple contributions from both faculty and staff, including for faculty roles in research and in service to the broader communities served by campuses.*
5. *Ensuring service excellence in every area to support student achievement, satisfaction, and persistence.*

Domain 6. Now and in the Future: Campus / System Identity

1. *Defining and articulating core strengths and essential identity.*
 - a. *Identifying those national and international priorities that should become part of the CSU's core identity.*
 - b. *Affirming and assuring the vitality of the values of shared governance in an environment of student participation and collective bargaining.*
2. *Identifying and revising as necessary those policies at every level that hinder strong definition / articulation of core strengths and essential identity.*
3. *Engaging key state and national policy-makers in dialogue about CSU's future*
 - a. *Inviting input to the definition and articulation of essential identity.*
 - b. *Encouraging policy-makers to embrace CSU's vision for itself*
 - c. *Successfully marketing CSU vision and achievements to policymakers to ensure that funds needed for success will be available on a predictable basis*
 - d. *Developing consensus (with policy makers and others) about the roles and responsibilities of the CSU.*
4. *Addressing the issue of affordability within the context of access, excellence, individual campus mission, and state and individual/family responsibility.*
5. *Assuring that demand and capacity are in appropriate balance for every campus, and every region of the state.*
 - a. *Thinking strategically about appropriate growth trajectory in the context of current and future demographic realities*
 - b. *Assuring that smaller campuses with important regional missions may thrive.*
 - c. *Ensuring the distinctive missions of individual campuses, and envisioning those distinctive missions within the CSU essential identity.*
6. *Assuring appropriate balance among undergraduate, graduate, credential, and non-degree programs*
7. *Addressing demands and opportunities arising from the arrival of the "digital age," including appropriate development of on-line and distance learning*

end of quote from CSU ATE document

Cal Poly ATE roadmap continues on next page

III Action Plan for College Council/Department level deliberations for ATE input

The CSU ATE Steering Committee has formalized the opportunities for ATE into six “domains of needs/opportunities” with scope for campuses to emphasize any campus specific issues. The CSU Academic Senate Resolution “*Fulfilling the Principles of Cornerstones in the New Strategic Plan*” AS-2771-06/AA/FGA - November 9, 2006 (see attachment on page 6) raises the possibility for three important needs to also be addressed within ATE in some suitable manner; since they are important elements for academic excellence that remain unfulfilled by Cornerstones. {CSU report “*Evaluation of Achievements Under Cornerstones*”} URL:

http://www.calstate.edu/acadaff/system_strategic_planning/docs/Eval-Achievements_CornerstonesFin9-13.pdf

Structuring the College and University-wide conversations at Cal Poly:

1. The Cal Poly conversations can be structured using the following foci for each domain: {Proposition(s) → Actions → Ideas}. See Cal Poly example (on pages 7-8) of this sequence applied to the six domains and titled “ACCESS TO EXCELLENCE: SUGGESTED FOCI FOR CAL POLY DISCUSSIONS”.
2. College Deans should designate appropriate members of College Council (Department Chair or faculty) to lead the small group discussions in breakout groups for each domain with plenary sessions that consolidate the college position in a formal report for the Provost and campus ATE team to synthesize all campus inputs into the Cal Poly proposals for CSU ATE deliberations. It is expected that this will achieve the dual purpose of securing the campus response and prepare the campus community for informed debate during the February 27 campus-wide conversation with the visiting CSU ATE steering committee members and CSU Trustees.
3. The Provost or his ATE designee will participate in the concluding college level ATE conversation to be led by the College Dean and domain leaders as the culminating event within colleges.
4. It is expected that domain leaders from each of the constituencies will also attend the February 27 campus event and facilitate the conversations at this major campus conference with CSU.
5. The attached Cal Poly ATE “AGENDA & Timeline” (see page 9) provides guidance and target dates for action items and expected outcomes from all the campus conversations to enable the Cal Poly report to Chancellor’s Office in early March 2007..

IV Campus Coordination of ATE Conversations

The campus ATE response is being coordinated by the following team and they are available to guide the activities in the respective constituencies.

Campus coordinators for Cal Poly Access To Excellence

ATE PRIMARY CONTACT	CONSTITUENCY	E-MAIL
Unny Menon	Colleges & PCS	umenon@calpoly.edu
Bill Durgin	Community Stakeholders	wdurgin@calpoly.edu
David Conn		dconn@calpoly.edu
Bruno Giberti	Academic Senate	bgiberti@calpoly.edu
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Fulfilling the Principles of Cornerstones in the New Strategic Plan

AS-2771-06/AA/FGA - November 9, 2006

RESOLVED: That the Academic Senate of the California State University (CSU) urge the CSU, the Access to Excellence Steering Committee and the Access to Excellence Campus Review Groups to give highest priority to the following Principles of the original Cornerstones academic strategic plan which have not yet been implemented or achieved, so that adequate support for faculty, graduate programs, and infrastructure will be addressed:

Principle 4 - *The California State University will reinvest in its faculty to maintain its primary mission as a teaching-centered comprehensive university. Faculty scholarship, research, and creative activity are essential components of that mission.*

Principle 6 - *Graduate education and continuing education are essential components of the mission of the California State University.*

Principle 8 - *The responsibility for enhancing educational excellence, access, diversity, and financial stability shall be shared by the State, the California State University system, the campuses, our faculty and staff, alumni/ae and students.*

and be it further

RESOLVED: That the Academic Senate CSU send copies of this resolution to the Board of Trustees, Chancellor, campus presidents and provosts, campus senate chairs and Access to Excellence Steering Committee members.

RATIONALE: *The original Cornerstones has been championed by the Board of Trustees and the Chancellor's Office as a far-sighted plan for the CSU for the twenty-first century. While many of the Principles of Cornerstones have been or are being implemented, several have not. In the Chancellor's Office's "Evaluation of Achievements under Cornerstones," Principles 4, 6 and 8 were singled out as not yet having been "well addressed." These three provide for adequate support, including infrastructure, for the performance of faculty duties, for funding graduate programs, and in particular the independent EdD programs, at a sufficient level, and reducing the "salary gaps for all categories of employees for whom such gaps exists." The Academic Senate CSU strongly believes that these Principles should be given highest priority to the successor strategic plan on Access to Excellence.*

APPROVED UNANIMOUSLY - November 9, 2006

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ACCESS TO EXCELLENCE
SUGGESTED FOCI FOR CAL POLY DISCUSSIONS

Domain 1. Assuring Access

Proposition. Not enough P-12 students are adequately prepared for admission to STEM (science, technology, engineering and math) disciplines at the university level. The State of California is economically at-risk because of an insufficient high-technology workforce.

Action. Cal Poly should more effectively inform students, teachers, counselors and parents of the importance of pursuing a curriculum that will enable admission.

Some Ideas. Summer programs. Clear statements of requirements. Outreach initiatives. Emphasize need for preparation in all subjects, not just science and math.

Domain 2. Connecting to P-12 Schools and to Community Colleges

Proposition. Cal Poly can serve its own needs and support the needs of the P-12 schools and community colleges by forging partnerships and preparing teachers well versed in STEM subjects.

Action. Develop teacher preparation programs that include outreach training focused on engagement of first-generation students who do not traditionally attend college, especially technological universities.

Some Ideas. Outreach to families as well as students and counselors. Emphasize importance of preparation. Outline career choices. Engage industry. Discuss differing supports of P-12 and CC.

Domain 3. Fulfilling Commitments to Multiple Stakeholders

Proposition. As a state university, Cal Poly has a commitment to the citizens of California to not only educate new citizens but also to help sustain the businesses, professions, and industries that form the basis of the state economy.

Action. Enhance our educational programs at both the undergraduate and graduate levels and strengthen our applied research efforts to better support the state's competitiveness.

Some Ideas. Expand our project-based education. Strengthen research programs. Celebrate the successes of our students and faculty. Establish a corporate outreach program. Provide Cal Poly education to individuals unable to participate in on-campus courses.

Domain 4. Ensuring Success in Student Learning

Proposition. Not enough matriculated students complete their degree requirements and, of those that do, many take too long to do so.

Action. Raise the six-year graduation rate from 69% to 75%. Improve freshman/sophomore retention from 91% to 93%.

Some Ideas. Implement outcomes assessment across the curriculum. Improve advising. Improve scheduling. Utilize project based learning more effectively. Strengthen summer programs. Make student success a concern for every program and faculty member.

Domain 5. Faculty/Staff Excellence to Promote Student Success

Proposition. Cal Poly would be well served by improving the recruiting, development, and retention of faculty and staff.

Action. Reduce course teaching loads especially for faculty engaged in externally funded research. Promote the teacher-scholar faculty model. Increase compensation to achieve parity with comparison universities. Emphasize participation in professional development courses.

Some Ideas. Increase extramural funding. Increase course populations. Provide housing assistance. Develop non-state funding including philanthropic and grant support, college based fees, continuing education, and corporate programs. Interdisciplinary courses of study and research programs. Strengthen research and graduate programs.

Domain 6. Now and in the Future: Campus/System Identity

Proposition. Cal Poly's core strength and identity as a comprehensive polytechnic university for the entire state should be maintained in a compatible way with those needs and the CSU system identity.

Action. Continue planned growth in concert with the Master Plan. Align that growth with the workforce needs of the state. Aggressively pursue non-state sources of funding including extramural research, philanthropy, and college-based fees needed to maintain and build excellence. Position Cal Poly as one of the essential components of the CSU system.

Some Ideas. Aggressively move towards new curricula such as sustainability, life sciences, and high technology. Maintain Cal Poly focus on excellence.

Access to Excellence:
College and University Discussions at Cal Poly
AGENDA & Timeline

{ Version: 1/8/2007 }

1. 7 College-Based & 1 Community Stakeholder Meetings

Date: Between January 15 – February 16

Participant: Stakeholders

Plenary Session (1/2 hour)

- Overview plus charge to working groups
- Designate discussion leader and reporter for each of 6 working groups

Working Group Meetings (1 hour)

- Discuss specific proposition

Plenary Session (1/2 hour)

- Each of 6 reporters summarize findings
- Designate participants for each of 6 domains

2. 6 Domain Discussions

Date: February 19 -23

Participants: delegates plus others interested. Leaders/reporters Senate appointed

Working Session (2hours):

- Discuss Proposition
- Define Actions
- Summarize Findings

3. University-Wide Meeting

Date: February 27

Participants: University Community, Trustees, Steering Committee

Plenary Session (3 hours):

- Reports from College Deans
- Reports from Domain Reporters
- Open Discussion
- Summary

4. Cal Poly Report to Chancellor's Office

Date: March 1 – 15

Participants: Deans, Delegates, Academic Affairs