

California State Polytechnic University, Pomona  
Fall Conference 2005  
Monday, September 19, 2005

**FALL CONFERENCE ADDRESS**  
**by**  
**President J. Michael Ortiz**

Thank you Francis for those kind words. I look forward to working with you and the entire senate as you begin your first year as chair.

Good morning everyone! How was breakfast? Let's give a round of applause to Andy Abelman and the Kellogg West staff for another great meal.

Welcome to Fall Conference 2005 and the start of a new academic year. This is a time of *beginning* for so many people on a college campus. On that note, I am pleased to welcome 47 new faculty members to the Cal Poly Pomona family. Ladies and gentlemen, would you please stand and be recognized. I hope that each of you will attend our annual service awards ceremony later this morning where we will acknowledge those faculty and staff members who have spent as many as 35 years at this university. After that experience, you will begin to understand why this is such a terrific place to work and learn.

It's also a beginning for over 3,000 freshmen who begin their university careers -- a record freshman class for this university and a reflection of our extraordinary influence in California. These young men and women had many college choices, but they are coming to Cal Poly Pomona because we provide an unparalleled academic experience, designed to position our graduates to enter the workforce and make an immediate impact or pursue an advanced degree.

All of your efforts were even more apparent just three months ago, when 3,223 graduates walked across the stage during our Commencement exercises. Every single one of you, no matter what your position, played a role in helping those students reach their dreams. I am just the lucky guy who gets to shake every hand and see the results of your work.

Betty and I are beginning our third year at Cal Poly Pomona. Over the past two years, I have come to know many of you and have witnessed the extraordinary work you do to support our students. And I continue to be impressed. I would also like to thank you for the kindness and hospitality you have shown to both Betty and me. You have made this our home.

*We have had an interesting couple of years.* When we arrived, the state budget crisis was so severe that I was unsure what the future held. On my first day on the job, I closed admissions to spring quarter. There was certainly a lot of anxiety for many folks about the future of the campus community.

But that year I learned, first-hand, why this university is so special. We came together and created innovative ways to offset many of the budget problems. For a number of years, you have been:

- Teaching larger classes with more sections,
- Picking up responsibilities when positions have gone unfilled without additional compensation.

You, literally, worked that much harder to give our students the kind of collegiate experience they deserve. And you did this as a team, each making sacrifices so that our academic mission was not compromised. I learned early on that it's not the financial rewards that draw people to our work. So, thank you for your dedication and putting our students first!

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Throughout my brief tenure, I have been asked about my vision for Cal Poly Pomona. Initially, I shared with you that the vision for this university would come from the hearts and minds of our faculty, staff and students, not just one office on the third floor of the CLA. But I am responsible for interpreting your opinions and comments so as to build a tangible focus that everyone can embrace. After listening to almost every one of you at one point or another, it is quite apparent that the one common denominator is our students. Fostering student success is universally embraced because that's what we are here to do. And student success begins with learning.

Each of us needs to remember that students are always learning.

- How successful would our students be if we did not offer opportunities for service learning and student government -- to join the Greek community -- to compete in intercollegiate athletics -- or to engage in a myriad of internship opportunities?
- How successful would our students be if we weren't raising scholarship dollars, building state of the art classrooms and laboratories, or hiring the best faculty in the country?
- How successful would our students be if we did not provide you with the best technological resources available or if we failed in our stewardship of the most beautiful campus environment in the state?

You are all contributing to student success because we are all focused on learning.

This then is my vision: **I want Cal Poly Pomona to be recognized for programs of distinction that will serve our students and the state in a learning centered environment. A place where the things we already do well, we'll do better, with the goal of making Cal Poly Pomona the standard bearer for the rest of the state in the success of our students.** This is the vision that you have shared with me and one that I fully embrace.

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But maintaining that vision is a challenging task, and everyone must share in the responsibility, just as we can all share in the success. Last year, the campus needed to give attention to some key issues:

The Enrollment Management Advisory Committee, the Advising Task Force and the All-University Committee on Teacher Education continued to engage faculty, staff, and students in creating programs and recommending policy improvements that would enhance the quality of our efforts. The campus community successfully launched the Information Technology Governance structure. The IT Governance Committee experienced, firsthand, our technology by creating a public web site as well as Blackboard sites for the Executive Committee and each of the subcommittees. The faculty, staff, and students on IT Governance committees made great strides:

- The Web committee created guidelines that addressed accessibility as well as providing web page templates;
- The Executive Committee established a task force to build the identity management system that will soon permit us to sign on to all Cal Poly Pomona systems with a single ID and password.
- The Administrative Computing committee conducted satisfaction surveys, asking students about BroncoDirect and the faculty about online grading.
- The Standards and Support committee developed guidelines for operating systems to enhance network security.
- The Committee on Teaching and Learning with Technology conducted a faculty laptop survey, contributed to the development of a policy for online student evaluations, and recommended improvements in developing and scheduling online and hybrid courses.

This group will continue to play a significant role as we collectively make learning-centered decisions on technology topics including information security, accessibility, and instructional technology in support of student success.

Another component is our effort to provide our faculty with laptops to support instruction. Since Fall Conference 2004, I&IT has delivered and installed over 200 new laptops for faculty in every college and school. We plan on providing an additional 250 this year. Ten new learning-centered classrooms were created over the summer and more classrooms will be upgraded during the coming year.

(LEARNING CENTEREDNESS) – Over the past two years, the campus community enjoyed some terrific workshops and symposia that were focused on enhancing our learning-centered approach to education. The key word here is enhance. The faculty of Cal Poly Pomona has long embraced our “learn by doing” philosophy. It is in the foundation of this university. In fact, our graduates are known for having the applied skills to enter the workforce and make an immediate impact.

Every organization needs to review its practices to address the needs of its constituents. A learning centered university does that via assessment. If we want to continue to be known for the quality of our students and graduates, we must strive to enhance the learning environment across campus. We cannot prepare tomorrow’s professionals with yesterday’s answers. A learning centered university is always asking questions, evaluating curriculum and programs to ensure that we are meeting the needs of an ever-changing world.

For a university as complex as Cal Poly Pomona, there can be no absolute definition for learning-centeredness, except that learning is at the core of everything we do for our students. How, for example, does this affect what I do?

- In cabinet meetings every agenda item must have a learning objective so that at the end of a meeting we can determine how well we met that objective. As the old adage goes “if you don’t know where you are going, any road will get you there...”

The Faculty Learning Communities on *How Students Learn* and *Becoming a Learning-Centered Campus* have provided the impetus for enhancing our learning-centered approach to education. Now is the time for all of us to get involved and think about ways **we** can make a difference -- so please check with you college or division leadership. *Learning is a life long journey* - let’s ensure that we apply that philosophy to our own community and continue to elevate the prestige of this great university.

(P/R) - In 2004-05, progress was made in prioritization and recovery. I shared with you last year the need to develop a method to review all academic and non-academic programs, to ensure that programs are being funded appropriately and can be recognized for distinction. The Academic Senate identified a faculty-based committee that will steward this process within Academic Affairs, while the non-academic divisions have been internally reviewing their own operations.

We must evaluate our strengths and weaknesses and identify the needs of future generations of students. This will be an open process and one that will require significant collaboration and research.

The result is that we are going to be known for programs of distinction!

We want people to think about these programs every time they hear our name. We also know that we cannot embark on true recovery unless we identify resources. Our goal is to reallocate 30 percent of our operating budget over a three year period. The benefits of this process would include:

- Addressing salary compression and teaching loads
- Ensuring appropriate staffing
- Enhancing student/faculty ratio
- Supporting professional development for all employees
- Supporting assigned time for research

Let me also say that I understand that the idea of prioritization and recovery can make some feel uneasy. But as I have said in the past, Cal Poly Pomona can no longer be all things to all people. Dollars from the state, even in the best of times, will always be limited so we have to take control of our own destiny. I promise to keep you informed as this effort progresses.

(COMPACT AND ADVOCACY) - After several dark budget years, we are finally experiencing some welcome relief. Now in its first full year, the Governor’s Compact for Higher Education paved the way for additional funding for the CSU and the University of

California, providing resources to expand enrollment, promote student success and providing a much deserved increase in your paycheck. But we must continue to convince state government officials why the CSU must be a funding priority. Last fall, the Chancellor's Office produced a comprehensive report validating the importance of the CSU to the social and economic well-being of California. Did you know:

- CSU degrees have \$25.3 billion impact on the California economy.
- The CSU alone creates over \$3.11 billion in tax revenue, which is greater than the state's annual investment in the entire CSU.
- Fifty-eight percent of all bachelor's degrees granted to Latinos in California were CSU degrees.
- Over half of the baccalaureate degrees in engineering in California were awarded by the CSU. In fact, Cal Poly Pomona produces one of every 14 engineering graduates.

Ladies and gentlemen, there are a number of state agencies that would like to see these financial resources redirected away from the CSU. Our faculty, staff, students, alumni and friends must lift their voices to ensure that this does not happen. Higher education is the one entity that can rebuild California into a national model. I know I am preaching to the choir but make sure you speak out for the CSU in your communities as together we "Work for California."

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Join with me in setting our sights on *Celebrating Student Success*. It is my hope that whatever event, presentation or workshop you may be considering, you include specific examples of student success stories, just as I will today. According to the literature here are a few areas where we must move forward:

- **No. 1 - Make student success a priority** – understand that no matter what role you serve on campus, you can make a difference in a student's life. As we raise our own children we utilize every experience is a learning opportunity. We have to create that type of environment for our students as well.
- **No. 2 – Create a strong first year of college program for transfers and freshmen** – We have instituted a mandatory orientation for all entering students but this is not enough. The CSU Board of Trustees has recognized this and identified the first year experience as a system-wide initiative to facilitate graduation. Last month, US News and World Report recognized 43 universities from across the country for their students' first-year experience. The only CSU mentioned was Long Beach. We can do better and we will be there too!
- **No. 3 – Build active and collaborative learning** – How many of you have met our Model United Nations team fresh from another standout performance at the National competition in New York? How many of you have seen the faces of the young men and women as they put the final touches on the Rose Float before the parade? Or the emotion of our student athletes competing, and winning, for Cal Poly Pomona? Each of you has your own story. EVERY student should have such an experience.
- **No. 4 – Success comes when students are touched in meaningful ways** – It's the extra effort that alumni remember. A very good friend of the university

and the Collins School is Mr. Hae Park. If you ask Hae what he remembers about Cal Poly Pomona, he will tell you about the time Professor Richard Johnson came in on a Saturday to give him a final, because Hae had been ill when the exam was given. Just last Friday I saw an admissions counselor chasing a student in the parking lot because the student had not completed a form. What do you want these students to remember?

- **No. 5 – There can be No Excuses** – We are going to put our money where it will make a difference – in programs that contribute to student success. We need to offer key courses for graduation REGULARLY, including the summer, and not just once a year. We need to send clear, consistent messages to our students. I challenge each of you to look at your own programs and find ways to enhance the success our students.

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In keeping with our celebration, I would like to introduce some members of the university family who exemplify our vision. Annually we have recognized our Outstanding Staff at the Staff Appreciation Day luncheon. I want to reintroduce these standout members of our university family. As I call your name, would you please stand and I ask you to hold your applause until I have finished:

- From intercollegiate athletics, Sports Information Director **Paul Helms**
- From Procurement & Support Services, **Debra Schneck**
- And from the Faculty Center for Professional Development, **Marian Sherman**.

Thank you

Also at the end of last year, we honored our outstanding academic advisers for their dedication to our students. As I call your name, would you please stand and be recognized again please hold your applause until all have been called:

- **Ed Fonda**, College of Agriculture
- **Stephen Iman**, College of Business Administration
- **Gary Kinsey**, College of Education & Integrative Studies
- **Tina Shelton**, College of Engineering
- **Gary McGavin**, College of Environmental Design
- **Gary Hamilton**, The Collins School of Hospitality Management
- **Lin Wu**, College of Letters, Arts & Social Sciences
- **Patricia Hale**, College of Science
- **Scott Tsuji**, Student Affairs

In addition, **Achievement, Retention and Commitment to Higher Education Success or ARCHES** was selected as the Outstanding Advising Program of the Year.

I also wanted to take some time and recognize another extraordinary member of our faculty. Last year, President Bush announced the recipients of the 2004 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring -- a program supported and administered by the National Science Foundation (NSF). Among the nine distinguished recipients is Cal Poly Pomona's Barbara Burke, a professor of chemistry and director of the Science Educational Enhancement Services (SEES) program.

This award honors individuals and institutions that have enhanced the participation of underrepresented groups -- such as women, minorities and people with disabilities -- in science, mathematics and engineering education at all levels. Professor Burke has directly mentored generations of diverse students. She involves her students in peer mentoring groups, campus organizations, professional societies and community service to develop leadership skills and self-esteem. Please join me in recognizing a model of excellence in our learning community – **Professor Barbara Burke**

As part of Fall Conference 2005, I am proud to announce the 2005 George P. Hart Award. Now in its ninth year, the Hart Award recognizes faculty members who are regarded as role models and leaders, both on campus and in the community. This award was established in 1995 following the death of Professor Hart. He was a 30-year member of the Political Science department and an Associate Dean in the College of Letters, Arts and Social Sciences. He was also an active member of the Academic Senate and was in the process of taking over as chair at the time of his death. He exemplified collegial leadership both on campus and in the community.

Before we introduce this year's recipient, please welcome to the dais a member of our extended family, Ms. Sandra Baldonado, who was George's wife. Sandy is an attorney in the local community, and is currently the Mayor of the City of Claremont.

It's now my pleasure to present this year's recipient of the Hart Award.

The one word that is most frequently mentioned in our winner's nomination materials is "leader." She has been recognized as a role model in the University Library, taking the extra effort to make a difference in the lives of our students. This is reflected in the countless number of students who come to the reference desk and ask for her by name. Our honoree has been a member of the university family since 1989 and has also served the campus as a member of the Academic Senate. She is currently the President of the California Faculty Association on campus. She extends her time to the Black Faculty and Staff Association as well as Alpha Lambda Delta. This individual has a strong commitment to teaching library skills, enabling all users to become independent lifelong thinkers. It would be difficult to find anyone more committed to student success.

Please join me in welcoming to the dais, the recipient of the 2005 George P. Hart Award winner, **Emma Gibson**.

Thank you, Emma

Now that you have met some of our outstanding faculty and staff, let me introduce you to some extraordinary young men and women who exemplify everything we believe in.

As I introduce you, would you please rise. Please welcome:

**Aileen Orfino** – Aileen almost single-handedly designed and implemented the Raise Your Voice campaign in 2004-05. She is the ASI Vice-President for this year and the student liaison for the Center for Community Service-Learning. Aileen has been involved as the Justice Corps Recruitment Coordinator, a Model UN Team member and a volunteer at the Asian and Pacific Islander Center, while also finding time to be a Community Services Leader in the City of Chino

**Terri Amborn** – Terri graduated in 2003 with a degree in Geological Sciences. She carried a 3.5 GPA while competing for our track and field team and serving as President for the Geology Club. Her senior thesis was based on field work conducted during a summer undergraduate research experience in Australia with the Keck Geology Consortium. This project examined active tectonics and earthquake hazards along the Australian coastline. After finishing her Bachelor's degree in geology, Terri continued at Cal Poly Pomona to complete a single-subject teaching credential. She joined the Hacienda La Puente School District and is now a successful high school earth science teacher. If that isn't enough, Terri has returned the last two years as a volunteer event captain for the Science Olympiad.

**Amir Mertaban** – Amir served as a volunteer of LIFE for Relief & Development, the LA ANSWER Coalition, a committee member of Humanitarian Day and the Coalition to Preserve Human Dignity. On campus, Amir has worked on Bronco Fest, Bronco Fusion, Club Appreciation Day and was a representative to the Multi Cultural Council. He is a double major in International Business and Marketing while also carrying minors in political science and digital media. Last year, he served as the ASI Secretary of Internal Affairs. This year, he will be the President of the Student Coalition for a Just Peace, and chair the API Leadership Network.

**Kristen Maddox** – Kristen is a pre-vet major who completed the IGE program in winter quarter 2005. For her final project she explored effects of war that are often unrecognized--things from foot fungus to post-traumatic stress syndrome. She argued that society needs to understand all the costs and effects of military action. Kristin's work led her to establish a non-profit organization called Helping our Troops (HOT). Military personnel send HOT information about what they need, and Kristin raises money and donations to send care packages. The organization was recently featured in an article in the Orange County Register.

**Brandon Tsubaki** – Brandon is double major in International Business and Marketing Management and has served ASI Government, ASI Bronco Events and Activities Team, Campus Crusade for Christ, Equestrian Team, Golden Key International Honour Society, Mu Kappa Tau Marketing Honor Society, National Student Exchange Program, Order of Omega and Sigma Phi Epsilon Fraternity. He also works at University Housing Services. Recently, Brandon was selected by the Division of Student Affairs as a James Bell Intern, a program designed to provide a student with broad exposure to the field of Student Affairs while developing critical organizational and leadership skills.



**Jason Harryman** is a psychology major who completed IGE in winter quarter 2005. During spring quarter he took the screening exam for the LA fire service. Of the over 3000 individuals who took the test, Jason scored 18th. In his IGE capstone project Jason explored the tension between preserving tradition and embracing change in the fire service. His research examined diversity among firefighters and the communities they serve. He argued that, in order to remain effective, the fire service needs to adapt its traditions to serve diverse populations.

These men and women are the reason we come to work everyday. To each of you, congratulations on your extraordinary achievements and thank you for allowing us to share your stories.

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Today is the first day of Fall Conference and our conference committee has created a very interesting afternoon symposium, all dedicated to building on student success. As I have said today, everyone plays a role. Beginning at 1:30 p.m. in the Bronco Student Center, I hope to see each and every one of you for the opening session on: Millennial, Gen-X, or Net Students: Enhancing Success for Today's Cal Poly Pomona Students. It will feature a video presentation from a nationally recognized expert on student learning, Dr. Diana Oblinger, who is currently the vice president of EDUCAUSE. After the opening session, you will choose a discussion track that best fits your interest. We hope that this event will engage your passion for education. I expect that our student success stories will be a part of the afternoon session so you can hear, first hand, what can make a difference.

Immediately following this program, I hope you will join your colleagues at the Bronco Student Center for the annual Service Awards. And we are moving the afternoon reception to another historical venue on campus - Kellogg House Pomona. Don't worry - shuttle buses will be available at the intersection near the Manor House and Building 1.

These are the times that energize a university community. I am proud to serve all of you and our student population as we continue to achieve excellence!

Thank you and best wishes this year.