

To: Deans, Department Heads, Faculty

From: Warren J. Baker, President

Subject: Principles for Further Consideration in Formulating Final Recommendations for Reorganization

# Cal Poly Report

Special Edition

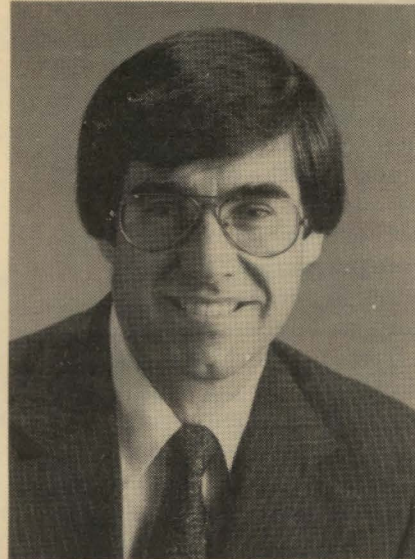
Vol. 34, NO. 6 Monday, Sept. 12, 1983

The Task Force established last fall to study the reorganization of the university was the first step in a process intended to foster broad participation on the part of faculty in assessing our organizational strengths and weaknesses. Considerable thought preceded the initial recommendations of the Task Force, and that body is to be commended for providing a catalyst for further discussion, and for raising some fundamental issues. As the process continues, various additional proposals to reorganize the university to more effectively achieve its distinctive educational mission will hopefully emerge. The momentum for discussion must continue, and the following is offered for your consideration as we begin the Fall Conference and you participate in the various retreats and conferences scheduled this week.

It is important to consider the meaning of the mission of the university in formulating proposals for reorganization. Last year an assessment of the mission by the Academic Planning Committee was forwarded to the Academic Senate for comment. The approved Mission Statement for Cal Poly incorporates the essential features that resulted from that assessment.

Some additional ideas and principles need to be stated to better define the framework to be used in formulating proposals and responses related to reorganization. As ideas are developed, I ask you to consider the following:

1. Reorganization should help decentralize decision making in the university.
2. Faculty, administrative, and financial resources are severely limited for the number and type of programs offered at Cal Poly, and the organizational structure should make efficient and effective use of the resources allocated to the university.
3. Reorganization should foster coordination, cooperation, and appropriate integration of resources, curricula, and faculty in closely related disciplines.
4. Organizational structures should not jeopardize accreditation or the specific mission of any program.



Warren J. Baker,  
President

5. The objectives of the various programs as they relate to carrying out the mission of the university need to be considered.

The relationship of program objectives to the university mission needs further amplification: Cal Poly has traditionally emphasized a number of disciplines that enable its graduates to succeed in the professional "world of work." Many programs labeled "polytechnic" have developed close associations with the agricultural, business, professional, and industrial segments of our society. The career orientations of these programs require extensive involvement with organizations and individuals outside the university. Faculty in these programs tend to focus primarily on the needs of their majors and on task-oriented applied research. Internships, enterprise projects, and cooperative education generally are an integral part of these polytechnic programs. The responsibilities of deans, department heads, and faculty extend to areas outside the university to work with advisory boards, promote professional development opportunities, raise funds, and foster internships and cooperative education assignments for students. Many of these programs are significantly affected by advancing technology. Course

(Cont. on Page 2)



(Continued) . . . **Recommendation for Reorganization**

materials are changing rapidly, and "learn by doing" teaching techniques are used extensively. This approach to education has been a recognized strength for the program at Cal Poly; it reflects student interests and career opportunities, and it relies on advances in the professional world of work for currency in various fields.

Today Cal Poly is attracting talented, hard-working, high-achieving students. It is our obligation to challenge these students, to avoid unproductive repetition in the curricula they pursue, to improve their analytical capabilities and communication skills, to develop their intellectual awareness, and to direct their concern to major issues and questions of humane living. To focus too narrowly on education for careers and training only for the entry job market is shortsighted and detrimental to the full development of our students. The humanities, life sciences, physical sciences, and mathematics form the common base for all degree programs. Study of these subjects helps to broaden perspectives and foster sensitivity, humanity, and understanding of man's relationships to self and the world. The faculty in these disciplines provide the traditional foundation for general education. Their attention is focused on all the students of the university, and they are charged with raising broad and fundamental issues; their research is usually less task-oriented than that of the faculty involved in the polytechnic programs, and their courses and development do not generally rely heavily on knowledge developed outside the academy.

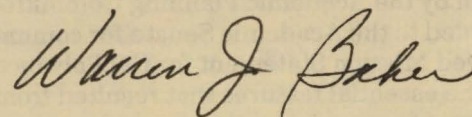
The broad objectives I have mentioned can be used to classify programs into two categories: those degree programs with a specific career orientation, and core programs with major responsibility for fundamentals plus degree programs less directed toward specific careers. Such categorization suggests consideration of the formation of a core school or college with programs having objectives broader than education for specific careers and providing the underpinning for the career-oriented schools. The mandated and historical emphasis of Cal Poly further suggests the consideration of schools that focus primarily on careers in agriculture, architecture, business, engineering and education. It should be recognized that the dual functions of some departments may make it difficult to locate them in one school rather than another without somehow diminishing the role of one of the functions. One way of addressing this dual function would be to create coordinating divisions or councils that overlap schools and departments, thus preserving and enhancing the dual functions. Cross-disciplinary divisions dealing broadly with management, constructed facilities, engineering, teacher

education, and social and organizational behavior, for example, could be formulated across school and departmental boundaries to integrate the special and varying needs of specific departmental programs. These divisions which could overlap school structures offer the potential to enhance those things we do well, pursue joint faculty appointments, and create alliances for interdisciplinary program development among faculty from various departments without diminishing the role and influence of the department in a school or college.

The Task Force will continue to study the issue and review both oral and written responses (written preferred) resulting from the hearings to be jointly conducted by the Office of the Provost and the Academic Senate. I urge faculty to participate and to arrange faculty colloquia/conferences to address how we might organize to make a good university better, to preserve that which has proven to be excellent, and to improve those areas that need strengthening.

As the Task Force begins work this year, I am appointing an additional faculty member, Rolf Rogers, who has special expertise in organizational theory, and naming Dean Hasslein as a replacement for Dean Langworthy, who left the university.

For your information, the other members of the Task Force chaired by Provost Fort are: Gene Starkey, Richard Warren, Paul Murphy, Gerald Sullivan, Edward Garner, and Adam Littlefield.





# MISSION STATEMENT

California Polytechnic State University, San Luis Obispo



## Historical Background

*Cal Poly traditionally has emphasized disciplines and teaching methods that enable graduates to succeed in the professional "world of work." Particular concern for the development of the individual student is given a high priority on the campus in an environment which encourages students to "learn by doing" through internships, cooperative education, enterprise projects, and numerous cocurricular activities. An equally important manifestation of the emphasis at Cal Poly is that many of the academic and professional programs of the university are imbued with a sense of the applied and the practical, without diminishing the importance of principle and theory. As a polytechnic university, Cal Poly recognizes the fundamental role of the arts, humanities, and sciences which must be harnessed to technology if technology is to be used creatively and sensitively to meet society's needs. The university therefore strives to help students develop intellectual awareness, direct their concerns to major issues and questions of humane living, and acquire aesthetic sensitivity through studies in the arts, humanities, and sciences in sufficient depth to provide a foundation for continual learning and productive citizenship.*

*Through historical development, Cal Poly today holds a distinctive position in the California educational system. Founded in 1901 as a vocational high school and evolving into a modern polytechnic university, Cal Poly has kept a keen sense of direction and purpose. Its distinctive mission is acknowledged by a special section in the Education Code of the State of California, and by special guidelines approved by the Chancellor of The California State University. In addition to instruction in the liberal arts and sciences, in applied fields, and in the*

*professions, including the teaching profession, which constitutes the primary function of The California State University, Cal Poly is authorized by the Education Code to emphasize the applied fields of agriculture, engineering, home economics, business, and other occupational and professional fields (Title 5, Section 40051, Education Code, 90404, State of California). Cal Poly's emphasis is further clarified by a set of guidelines approved by the Chancellor in 1963. These guidelines exempt Cal Poly from being required to offer all the majors in the basic complement of liberal arts offerings as listed in the master curricular plan for The California State University; establish the definition and measurement of emphasis to the end that a substantial majority of all the students taught will be in the applied fields of Agriculture, Engineering, Business, Home Economics, and the necessary closely related supporting fields of physical sciences, natural sciences and mathematics; and establish Cal Poly as a primarily undergraduate institution (April 24, 1963 letter to President Julian A. McPhee from Chancellor Glenn S. Dumke).*

*Over the 20 years from 1963 to 1983 when the university grew to its current size, architecture and related environmental design disciplines have been added as important areas of emphasis consistent with the mandate to stress occupational, applied, and professional fields of study. Historically, Cal Poly has maintained adherence to the principle that a substantial majority of students are to be admitted to these fields and, although not all liberal arts majors are offered at Cal Poly, selected majors with appropriate student populations are offered as an integral aspect of achieving the special mission of Cal Poly.*



# FUNDAMENTAL OBJECTIVES

California Polytechnic State University, San Luis Obispo, is committed to the following fundamental objectives:

## 1. Emphasis on Undergraduate Education

Believing that it is appropriate for some institutions to emphasize undergraduate education and that Cal Poly by virtue of its historical development and present resources is especially capable of doing so, this university chooses to give primary attention to undergraduate programs. Selected graduate programs are offered to enrich and supplement the undergraduate experience and to further the mission of the university.

## 2. Excellence in Academic and Professional Endeavors

A commitment to excellence is the hallmark of a great university. Cal Poly affirms its commitment to excellent instructional programs and to the fostering of an ambiance that brings out the best in its faculty, students, and staff.

## 3. Emphasis on Selected Applied Fields Within the Polytechnic Spectrum Offered at the University

It is recognized that all degree programs have a common base in the arts, humanities, and sciences. The polytechnic programs emphasized at Cal Poly are based on the sciences and involve the application of knowledge from the sciences and other areas to the solution of contemporary problems. While Cal Poly emphasizes certain polytechnic programs, it affirms the importance of offering and sustaining programs of high quality in the arts, humanities, and sciences.

## 4. Intellectual, Professional, and Personal Growth Among Faculty and Students

Cal Poly is committed to establishing and maintaining an environment that fosters the complete growth of the individual—student and faculty member alike. Commitment to inquiry and the search for truth is a foundation for intellectual and personal growth. Cal Poly strives to instill among its students intellectual maturity, an appreciation of learning, and a dynamic professionalism. To foster professional development among faculty, it strives to stimulate faculty members to challenge themselves—to develop professionally through organizations, creative activity, consulting, professional leaves in business and industry, or applied or basic research.

