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REPORT  
ON  
ACADEMIC AND RESEARCH  
ORGANIZATION  
OF  
COLORADO STATE UNIVERSITY

official document

Colorado  
State University  
fort collins, colorado



REPORT  
ON  
ACADEMIC AND RESEARCH  
ORGANIZATION  
OF  
COLORADO STATE UNIVERSITY

Submitted  
to  
President A. R. Chamberlain

Executive Committee

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C. O. Neidt, Chairman

Colorado State University  
Fort Collins, Colorado

August 1, 1973

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## PART I. INTRODUCTION

The dynamic nature of society requires that its institutions periodically examine their organizational structures in relation to the functions these institutions are expected to fulfill. Universities are societal institutions and hence require periodic review to determine the extent to which existing organizational structures satisfactorily facilitate current and emerging university functions. Universities are well equipped intellectually to undertake relevant self-evaluation of their organizational structures. Nevertheless, such self-evaluation is likely to be difficult to accomplish because of vested interests of individuals and units, and because of historical and traditional perspectives. In elaboration of this concept, John W. Gardner<sup>1</sup> has said:

"There is a kind of unspoken agreement in most institutions that the basic structure of the institution will not be the subject of re-examination. There is a kind of senatorial courtesy that prevents action that may endanger the vested interests of a fellow faculty member. As a friend of mine put it, 'No one wants to break his colleague's rice bowl'.

"But the university must be a living, changing, responsive, vital organism, equal to the demands of its time, capable of reordering its own priorities, capable of eliminating outworn functions as it acquires new ones."

Effective university organization should 1) provide conditions, circumstances, and relationships which individual faculty members perceive as facilitative

<sup>1</sup>"A Second Chance", presentation to conferees at Logan, Utah, and published in Conference of Department Heads, Utah State University, 1969, pp. 66-70.

and supportive of their professional efforts, 2) encourage a sense of community and identity for the university as a viable and dynamic organization, and 3) contribute to the integration of personal objectives of faculty members and institutional objectives. In addition, effective university organization is characterized by simplicity, relatedness, flexibility, and efficiency.

#### Purpose of the CSU Organization Study

In recognition of the desirability of periodic re-examination of Colorado State University's academic and research organizational structures in relation to their functions, President A. R. Chamberlain requested that an organizational study be undertaken in September, 1971. Overall administrative responsibility for the study was assigned to the Academic Vice President, C. O. Neidt. A plan for the study was designed and disseminated to the general faculty on December 8, 1971. (A copy of the memorandum describing the plan is shown as Appendix A.) Details of the procedures by which the plan was implemented are described in a subsequent section of this report. In general, however, the plan involved four task groups of faculty members and students addressing themselves to the following question:

What organizational structure for Colorado State University will best allow the institution to

- 1) respond quickly and efficiently to changing societal needs;
- 2) identify and implement instructional innovation readily;
- 3) capitalize on the availability of off-campus as well as on-campus learning situations;
- 4) utilize interdisciplinary approaches to instruction, research, and service wherever appropriate;

- 5) provide quality learning experience to students in logical sequence;
- 6) implement sound management principles of economic efficiency and effective utilization of human resources;
- 7) encourage continuous interaction between inquiry and instruction;
- 8) provide appropriate circumstances for students to make meaningful educational and vocational choices.

The four Task Groups, Undergraduate Education, Graduate Education, Continuing Education, and Research and Creative Activity, worked under the direction of a Study Director and an Executive Committee. The Executive Committee was appointed by the Academic Vice President, and this group selected the Study Director and the Task Group members. The total effort encompassed approximately two years. In summary, the purpose of the study was to identify the most appropriate organizational structure for the academic and research areas of Colorado State University to assure that the institution fulfills these functions as effectively as possible.

#### Historical Perspective of Colorado State University

As a prelude to examining various organization structures for consideration at Colorado State University, a chronology of significant events and mission statements was developed by two graduate students working with the Study Director. The full report of their efforts is shown as Appendix B. Sources for the chronology included federal and state legislation, catalogs and planning documents, and Governing Board minutes and newspaper items. The following is the chronology in summary form.

--1862 Morrill Act--federal legislation enacting land-grant colleges in the United States.

"forming at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislature of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

1 (MORRILL ACT OF 1862)

--1870 Colorado Territorial legislature founded "The Agricultural College of Colorado".

2 (TERRITORIAL ACTS OF COLORADO)

--1877 State Board of Agriculture was created to administer the affairs of "The State Agricultural College". (changed name)

3 (COLLEGE CATALOGUE 1892-93)

--1877 General Laws of the State of Colorado

"The design of the institution is to afford thorough instruction in agriculture and the natural sciences connected therewith. To effect that object most completely, the institution shall combine physical with intellectual education, and shall be a high seminary of learning, in which the graduates of the common schools, of both sexes, can commence, pursue, and finish a course, terminating in thorough theoretical and practical instruction, in those sciences and arts which bear directly on agricultural kindred industrial pursuits."

4 (COLLEGE CATALOGUE 1905-06)

--1880 First Statement of purpose by the College

"The leading object of this Institution is to impart a thorough and practical knowledge of all those branches and sciences that pertain to agriculture and the mechanic arts.

"Its course of study differs from that of the University (CU-Boulder) in the absence of a classical department and in the greater attention given to those studies in the scientific courses that pertain to agriculture and the arts."

5 (FIRST COLLEGE CATALOGUE 1880)

--1887 The Hatch Act--federal legislation establishing agricultural experiment stations under provisions of the original Morrill Act

"...the object and duty of said experiment stations shall be to conduct original researches or verify experiments on the physiology of plants and animals."

6 (ACT ESTABLISHING AGRICULTURAL EXPERIMENT STATIONS)

- 1890 Morrill Act of 1890--federal legislation providing additional appropriated funds for land grant colleges.  
 "...to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life, and the facilities for such instruction."  
 7 (MORRILL ACT OF 1890)
- 1903 Becomes "Colorado State College of Agriculture and Mechanic Arts"  
 8 (COLLEGE CATALOGUE 1903-04)
- 1910 The stated mission of The Agricultural College  
 "The mission of the Agricultural College as defined by the Congressional Act which called it into being is 'to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.'"  
 9 (COLLEGE CATALOGUE 1910-11)
- 1910 Functions of the Colorado Agricultural College  
 "These, then, are the three functions of the Colorado Agricultural College: Education, experimental work and original research, and the extension of the knowledge thus gained to the homes of the people."  
 10 (COLLEGE CATALOGUE 1910-11)
- 1914 Smith-Lever Act--federal legislation calling for cooperative extension work in Agriculture and Home Economics.  
 11 (COLLEGE CATALOGUE 1926-27)
- 1944 Becomes "Colorado Agricultural and Mechanical College" (Colorado A & M)  
 12 (STATE BOARD OF AGRICULTURE  
 MINUTES - September 15, 1944)
- 1945 The Future of Colorado A & M College as foreseen by the Governing State Board of Agriculture  
 "Not only agriculture itself, so conceived, but the kindred industrial pursuits \* must receive more attention as a part of the Institution's educational, research, and extension programs than in the past."  
 13 (COLLEGE CATALOGUE 1945-46)
- \* "...kindred industries such as food processing industries, raw materials for the textile industry, rural building, and construction, and the social and political influences bearing on them."  
 14 (COLLEGE CATALOGUE 1947-48)

--1948 Rural America - A Purpose in Education

"Colorado A & M College is one of a limited number of colleges whose particular mandate is education with respect to rural America. Our chief education job, therefore, is to teach rural America wherever its influence may impinge, to understand and teach its relation to other parts of the economy, and the relationship and impingement of these other parts upon Rural America and its kind of living."

15 (COLLEGE CATALOGUE 1948-49)

--1957 Becomes "Colorado State University".

'Schools' of the institution become 'Colleges'.

16 (STATE BOARD OF AGRICULTURE  
MINUTES - March 15, 1957)

--1959 Land-Grant Concept for C.S.U.

"The purpose of a land-grant institution such as Colorado State University consists of three major functions. At C.S.U., these functions are:

1. classroom instruction
2. extension instruction
3. research

17 (STATE BOARD OF AGRICULTURE  
MINUTES - July 24, 1959)

--1963 International Program

"The various colleges and the university have the responsibility to help our nation meet its international obligations and develop special international educational programs."

18 (STATE BOARD OF AGRICULTURE  
MINUTES - December 11, 1963)

--1965 State legislation created the Colorado Commission on Higher Education. The Commission delineated the role of C.S.U.:

"The central purpose of Colorado State University (along with the University of Colorado) is: to give emphasis to scholarly research in the sciences, arts and professions and to the preparation of students whose orientation is either to the advancement of knowledge through study and research or to practice of one of the professions...Colorado State University in particular should continue to emphasize the sciences and professions relating to biology, engineering, home economics and linkages between these areas. Though changes in education for the professions traditionally associated with the land-grant universities are placing increased stress upon the basic arts and sciences disciplines, there are values in the land-grant emphasis which ought to be preserved. Colorado State University should, through progressive adaptations of admissions policy, increase the proportion of its student body in upper and graduate work."

19 (PATTERN FOR THE 70's, p. 38)

--1966 Colorado State University--A Land-Grant Institution

"The emphasis of C.S.U.'s purpose was placed on promoting 'liberal and practical education...in the several pursuits and professions of life.'"

20 (UNIVERSITY CATALOGUE 1966-67)

--1967 Grand Objective of the Morrill Act

"Its primary goal of providing a liberal and practical education within the reach of most young people."

21 (UNIVERSITY CATALOGUE 1967-68)

--1968 The philosophy of C.S.U.

"The philosophy and general objectives of Colorado State University are embodied in the four words carried on its seal: Education-Research-Extension-Service."

22 (STATEMENT OF FUNCTIONS AND GOALS - 1968)

--1971 Pattern for the 70's

"The primary mission of Colorado State University for the period 1971-72 to 1980-81 is to strive for instructional leadership in selected sciences and professions and to offer high quality instruction in most fields of the liberal arts.

"A secondary, yet vital, mission is in the area of research. The University will continue to encourage its members to undertake studies which will: (1) broaden and strengthen the foundations of economic and human development for the State and Nation, and (2) provide its graduate students with opportunity to apply research methodology to problems in their respective disciplines."

23 (PATTERN FOR THE 70's, p. 8)

It is apparent from examination of this chronology that, although some new functions have been accepted by the institution, there continues to be a commitment to the basic theme of the Morrill Act of 1862. The theme is illustrated in the following statement from the Morrill Act: "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life". The perpetuation of this theme is illustrated in the delineation of the role of Colorado

State University by the Colorado Commission on Higher Education more than one hundred years later: "Colorado State University in particular should continue to emphasize the sciences and professions relating to biology, engineering, home economics and linkages between these areas. Though changes in education for the professions traditionally associated with the land-grant universities are placing increased stress upon the basic arts and sciences disciplines, there are values in the land-grant emphasis which ought to be preserved."

#### Procedures Followed

Following the memorandum of December 8, 1971, from the Academic Vice President to all faculty, announcing the "Study of the Academic and Research Organization at CSU" (Appendix A), the Executive Committee of the Organization Study was appointed. Although there were some changes in the composition of the Executive Committee, there were relatively few. The following individuals participated in the Study as members of the Executive Committee:

<u>Name</u>	<u>Service</u>	<u>Name</u>	<u>Service</u>
C. O. Neidt (Chairman)	1/11/72-8/31/73	R. Jensen	1/1/72-5/24/73
Christine Bradley (Student)	1/1/72-8/31/73	Charlene Kelley (Student)	1/11/72-5/31/72
D. W. Dobler	1/11/72-8/31/73	C. F. Nockels	1/11/72-8/31/73
B. B. Frye	1/11/72-4/26/72	H. R. Richards	1/11/72-8/31/73
G. J. Gravlee	6/1/72-8/31/73	Victoria Sigler (Student)	6/1/72-12/31/72
L. S. Hegedus	1/11/72-8/31/73	D. B. Simons	1/11/72-8/31/73

R. L. Wiggins--Study Director

The Executive Committee carried out the following functions: a) selected the Study Director; b) appointed members of the four Task Groups; c) prepared a document outlining "The Mission of Colorado State University"; and d) coordinated arrangements for a faculty opinion survey administered to the general faculty in May, 1972. At each stage of the Organization Study, faculty members were kept informed of developments by various means, including announcements in CSU Comments. Upon receipt of the four Task Group reports, the Executive Committee analyzed critically these reports and, on the basis of all the information available, including responses to the faculty questionnaire, formulated the recommendations contained in Part III of this report.

#### Appointment of the Study Director

To insure that the Director of the Organization Study would be acceptable to both administrators and faculty, a special screening committee was established to review the qualifications of applicants for this position. The membership and functions of this committee are shown in the memorandum designated Appendix C. Three applicants were recommended by the screening committee, and each was interviewed by the Executive Committee. The successful applicant was Dr. Ronald L. Wiggins, whose credentials appear in Appendix D.

#### Selection of Members for Each Task Group

In reply to the invitation to participate in the Organization Study (Appendix A), approximately 125 faculty members volunteered to serve on the Task Groups. The names of these applicants, together with relevant correspondence, are shown in Appendix E. The Executive Committee, with the Study Director, then selected members for each of the four Task Groups from this list, and it was arranged that at least one Executive Committee member would serve on each Task Group.

Composition of the Task Groups was as follows:

Continuing Education Task Group

B. H. Anderson	M. B. Hanson
J. R. Bagby	C. J. Hoffman
W. B. Cook	M. Noel--graduate student
N. P. Davis	D. M. Sorensen
D. W. Dobler	R. L. Wiggins
	A. T. Wilcox

Graduate Education Task Group

A. C. Blome	J. E. Ogg
M. E. Borzo--graduate student	S. Paranka
S. K. Cox	H. R. Richards
R. M. Hansen	T. Tjersland
L. S. Hegedus	R. H. Udall
P. L. McKee	M. D. Vanderbilt
S. M. Nealey	R. L. Wiggins

Research and Creative Activity Task Group

J. Bodig	D. G. McComb
K. M. Brink	S. M. Morrison
M. L. Corrin	R. W. Phillips
J. E. George	P. N. Ragouzis
J. R. Goodman	W. Sigel--student
R. Jensen	D. B. Simons
G. J. Kress	R. A. Young
	R. L. Wiggins

Undergraduate Education Task Group

B. Aro	G. R. Jansen
D. A. Benton	C. Kelley--student
C. A. Bradley--student	K. F. Klopfenstein
B. B. Frye	J. L. Lebel
S. W. Furniss	T. J. Vander Werff
G. J. Gravlee	R. L. Wiggins
B. D. Hayes	R. A. Wykstra

Articles about each Task Group were printed in CSU Comments, and hence all faculty members were kept abreast of developments. To help the Task Groups in their deliberations, the Study Director provided the "Mission of Task Groups" which is shown as Appendix F.

After the members of the four Task Groups had been appointed, a meeting was held at which all participants heard the Director of the Colorado Commission on Higher Education, Dr. Frank Abbott, discuss trends in higher education in Colorado. At the meeting, Task Group members asked questions of the CCHE Director and exchanged ideas about the implications of the Organization Study.

#### The Mission of Colorado State University

To provide a university frame of reference within which the Task Groups could work and make recommendations, the Executive Committee developed "The Mission of Colorado State University." In preparing this statement, many aspects were taken into consideration including the related documents, "Planning for Colorado State University, 1970-76: Phase I. Academic Goals, Programs and Enrollment Projections" and "Phase II. Pattern for the 70's". In addition, the development and history of CSU (Appendix B) were considered. Various drafts of the document "The Mission of Colorado State University" were reviewed by several groups of individuals including the Colorado Commission on Higher Education, the State Board of Agriculture, fifteen former members of the State Board of Agriculture, selected legislators, and the four Task Groups. The final version of "The Mission of Colorado State University", as adopted by the Executive Committee, is the following:

THE MISSION OF COLORADO STATE UNIVERSITY

Colorado State University  
Fort Collins, Colorado  
June 1973

## The Purposes of Colorado State University

The purposes of all universities are to preserve and transmit the intellectual content of the culture, to search for truth and understanding which enhance and extend the culture, and to educate members of society for critical thinking. Colorado State University shares these purposes.

The foregoing purposes emphasize the importance of education as a primary resource of society. Colorado State University is a principal educational resource for the people and State of Colorado, the Nation, and the world community. That change is imperative is implicit in these purposes, since society and its culture are dynamic reflections of evolving knowledge.

Education at Colorado State University is founded upon the recognition of people as individuals and as members of social groups. This means that educational experiences are designed for learners with a variety of backgrounds, needs, interests, and aspirations. As individual differences are accommodated, personal development is maximized.

In addition, education at Colorado State University involves the consideration of values, for knowledge without values leaves the learner inadequately equipped for making decisions in all aspects of life. Emphasis at Colorado State University is on philosophical value systems, based on the inculcation of particular values.

Responsibility for achieving the fundamental purposes of higher education rests with the community of scholars within the University. Accordingly, Colorado State University seeks to provide an environment in which faculty and students can discover, examine critically, preserve, and transmit the knowledge and wisdom which will help to improve the quality of life for present and future generations.

Selectivity of educational emphases prevails to assure that available resources are applied appropriately toward the fundamental purposes. Limitations at Colorado State University are based upon past developments, upon adaptations to future directions within the system of higher education of the State of Colorado, as well as upon the current and evolving competencies of its community of scholars.

Education at Colorado State University is concerned with the major areas of human knowledge--the biological, physical, and social sciences; the arts; and the humanities. In addition, the University retains its land-grant emphasis on the application of knowledge to the needs of the society. Colorado State University is committed to the concept that learning is a life-long activity and occurs in a variety of settings. Particular emphasis at Colorado State University has been, and will continue to be, on the natural sciences, selected professions, and the linkages among them.

This delimited perspective within the fundamental purposes leads to the primary goals of Colorado State University:

The dissemination and discovery of knowledge within designated subject-matter areas, including provision for planned and orderly change.

## The Objectives of Colorado State University

The activities of the University are facilitated through identified objectives. Objectives are designed as guides to action in carrying out the fundamental and general purposes and in achieving the primary goals of dissemination and discovery of knowledge. As such, objectives contain and reflect the directions of the University. Target objectives describe desired accomplishment. Operational objectives describe means and methods for attaining target objectives.

Objectives serve as a frame of reference for the entire University and its organizational units, its administrators, its faculty, and its students. Within this frame of reference, plans, policies, programs, and procedures are formulated and carried forward toward achievement of the primary goals.

### Target Objectives of Colorado State University

- I. The instructional objective of the University is to provide learning experiences for all students, whether on or away from the campus, which will enable students to synthesize knowledge, think critically, communicate effectively, and act creatively.
  - A. To provide programs culminating with certifications, associate degrees, bachelor's degrees, professional degrees, and graduate degrees within designated subject-matter areas.
  - B. To admit to degree programs students whose preparation and previous performance indicate a high probability of success in the chosen field.
  - C. To encourage undergraduate students to acquire the competencies, attitudes, and knowledge which will permit them to:
    1. Choose and prepare for a career.
    2. Identify and understand the personal, social, and cultural factors that shape behavior patterns.
    3. Interact and communicate effectively with others.

4. Understand how the sciences and technology serve human needs and how they can be applied to the improvement of the quality of living.
  5. Comprehend how the humanities and arts contribute to human affairs as sources of knowledge, understanding, wisdom, humane sensitivity, and the development of ultimate concerns and moral values from both personal and societal perspectives.
  6. Make effective use of all available learning resources.
  7. Use leisure time in a creative and constructive manner.
- D. To inspire graduate students to strive for excellence within their particular professional or subject-matter areas.
- E. To encourage graduate students to develop the skills, attitudes, and knowledge to:
1. Comprehend a specified sector of a subject-matter area.
  2. Identify gaps in existing knowledge.
  3. Evaluate scholarly contributions.
  4. Make original scholarly contributions.
  5. Exercise leadership in a subject-matter area.

II. The discovery objective of the University is to provide encouragement to faculty members to engage in scholarly efforts, research, and creative activities consistent with their interests, University objectives, and the needs of society. This objective also includes the training and encouragement of students in research and creative activities.

- A. To conduct basic and applied research.
- B. To discover, develop and disseminate instructional materials.
- C. To engage in creative and interpretive endeavors.
- D. To facilitate continuous interaction between inquiry and instruction.
- E. To communicate to society the results of research and other scholarly or creative activities.

- III. The objective of the University with respect to subject-matter areas is to design programs which achieve an appropriate balance among established and emerging needs of the people of Colorado, and society, and the interests of faculty and students.
- A. To provide baccalaureate and masters-level programs in all the disciplines offered at Colorado State University, including professionally-oriented programs.
  - B. To provide doctoral-level programs in the areas of societal need together with particular competence at Colorado State University.
  - C. To emphasize, for all programs, the linkages between and among subject-matter areas as well as management and utilization involving such linkages.
  - D. To develop, as resources permit, other graduate programs within the general purpose and primary goal of the University.
  - E. To encourage interdisciplinary programs among the subject-matter emphases at Colorado State University.
  - F. To provide non-degree programs in highly-selective areas of subject matter related to the objectives of the University.
- IV. The service objective of the University is to assist in meeting the needs of the people of Colorado, and society, by providing knowledge developed or acquired through the University, and leadership and professional assistance in its utilization.
- A. To provide cooperative extension services in agriculture and home economics, as well as in human, social, technological, and economic development to rural, community, and urban areas within the State.
  - B. To develop and assure optimum protection and management of the forest and range resources of the State.
  - C. To provide educational and research services on a joint and facilitative basis to other state institutions.

- D. To provide non-credit programs on campus and, where appropriate, away from the campus.
  - E. To encourage faculty and staff to participate and fulfill leadership roles in professional societies and organizations.
- V. The objective of the University with respect to student relations is to foster student self-development and expression, together with a sense of responsibility.
- A. To encourage the participation of students in their own educational, governmental, social and recreational activities.
  - B. To make available a variety of student personnel programs designed to assist in educational, vocational, and personal aspects of the individual's activities.
  - C. To study the needs and interests of students and to interpret the findings to the University community and society.

#### Operational Objectives of Colorado State University

- I. The creativity objective of the University is to encourage faculty, staff, and students to develop, evaluate, and apply innovative approaches to carrying out their activities.
  - A. To encourage innovative approaches to instruction, scholarly efforts, research, and creative activities.
  - B. To develop and expand innovative and varied means and methods for making available to the people of Colorado, and society, the resources, knowledge, and facilities of the University.
  - C. Continually to study and experiment with procedures for enhancing student self-development.
  - D. To encourage staff and service personnel to develop innovative ways and means for facilitating University activities.
- II. The change objective of the University is to anticipate emerging societal needs, analyze them critically, and act accordingly.
  - A. To develop and adjust periodically long-range projections and five- and ten-year program plans to coordinate University activities with perceived societal trends and to allocate resources accordingly.

- B. To develop and maintain those administrative and faculty attitudes and management philosophy throughout the University that facilitate ready and orderly adaptability to opportunities and challenges as they arise.
- III. The objective of the University with respect to available human resources is the effective application and the efficient utilization of such resources toward stated objectives.
- A. To encourage each organizational unit within the University, through participation of its faculty and staff, to develop and maintain objectives for the unit which are consistent with University objectives as well as reflective of the unit's interests and aspirations.
  - B. To utilize for each organizational unit an annual plan and budget as the principal tools for relating University resources to objectives.
  - C. To establish policies and procedures consistent with University objectives and plans, and reflecting governmental and societal requirements and constraints.
- IV. The objective of the University with respect to organization and administration is to provide conditions, circumstances, and relationships which faculty members, professional employees, and staff members perceive as facilitative and supportive of their efforts within University objectives.
- A. To provide and maintain flexible organizational relationships to expedite adaptability to opportunities and challenges arising from societal changes.
  - B. To delegate and encourage participation in decision-making to the extent possible within legal constraints and administrative capabilities and consistent with effectiveness and efficiency.
  - C. To assure that the leadership and other processes of the University and its organizational units encourage personal commitment of faculty and staff through self-direction and self-control within the framework of University and unit objectives.

- D. To foster communications and cooperation among individuals and units within the University, and between the University and external audiences.
- IV. The support objective of the University is to provide the best facilities and services attainable to promote those activities directed toward attainment of target objectives.
- A. To provide and maintain land, buildings, and equipment suitable for carrying out target objectives.
  - B. To maintain appropriate staff and service functions for accomplishing target objectives.
  - C. To base major capital construction efforts on multi-year plans and, where appropriate, to plan buildings for multiple purposes.
  - D. To provide materials necessary for achieving target objectives.
- V. The evaluation objective of the University is to foster the systematic evaluation of progress toward University, organizational units, and personal objectives.
- A. To establish and maintain a system whereby each organizational unit undergoes self-evaluation periodically as a basis for future planning for that unit.
  - B. To establish and maintain a system whereby (1) each faculty member and each professional employee jointly establishes periodically with the administrator involved the principal objectives of the individual with respect to his or her professorial, professional and service activities within the framework of University and organizational unit objectives; (2) jointly reviews with the administrator from time to time progress toward these objectives; and (3) jointly appraises with the administrator the relative success in achieving the objectives. It is contemplated that such participative activities will facilitate self-appraisal and professional development. Also, it should allow for an equitable distribution of rewards.

## Organization Study Questionnaire and Faculty Opinion Survey

A questionnaire to solicit opinions about various aspects of Colorado State University was developed by the four Task Groups and the Executive Committee, with comments and suggestions from several other sources. This questionnaire was distributed to all faculty members and administrators in May, 1972, and approximately 700 completed questionnaires were returned. Those replying included 188 professors, 180 associate professors, 193 assistant professors, 53 department heads, 30 deans or directors, and 30 administrators. The questionnaire and cover letter for the survey are attached as Appendix G.

The responses to the questionnaire were analyzed according to several pertinent cross-classifications for detailed study by the four Task Groups and the Executive Committee. In addition, the items and responses were published in CSU Comments, Vol. 3, No. 8, Nov. 2, 1972. Overall results from the faculty opinion survey are reproduced in this section of the report, and the interpretive articles from CSU Comments are shown as Appendix H.

## RESULTS OF CSU FACULTY OPINION SURVEY

## Undergraduate Education

A. Organization	Per Cent			Per Cent Agree- Disagree
	D	N	A	
--The present organization of the university facilitates teaching in undergraduate education.	38	21	41	+ 3
--There should be more multidisciplinary teaching (team teaching) in undergraduate courses.	24	20	56	+32
--The present organization facilitates such multidisciplinary teaching.	62	24	14	-48
--Uniformity is important in multi-section courses.	30	14	56	+26
--There should be no all-University requirements for undergraduate programs.	64	14	22	-42
--Complete curriculum planning and authority should be at the department level.	44	8	48	+ 4
--Complete curriculum planning and authority should be at the college level.	64	14	22	-42
--The authority of department heads should be increased.	39	28	33	- 6
--The authority of deans should be increased.	54	27	19	-35
--The authority of Vice Presidents should be increased	64	26	10	-54
--The authority of decision-making committees should be increased.	30	22	48	+18
--Research or creative activity by a faculty member is necessary for effective undergraduate instruction.	30	7	63	+33
--A graduate program is necessary for an effective undergraduate instruction.	41	10	49	+ 8
--Department heads should engage in some teaching and research or creative activities.	9	9	82	+73
--Deans should engage in some teaching and research or creative activities.	22	19	59	+37
--Time is made available to improve your teaching techniques and to become familiar with new technology (audio-visual, for example).	55	14	31	-24

Results of CSU Faculty Opinion Survey  
Undergraduate Education (continued)

	Per Cent			Per Cent Agree- Disagree
	D	N	A	
--Undergraduate teaching is as well rewarded as research or creative activity.	76	10	14	-62
--Undergraduate curricula should emphasize preparing students for employment.	30	17	53	+23
B. Admissions and Advising				
--Present admission standards are about right.	34	30	36	+ 2
--Admission standards should be uniform for all departments and colleges.	59	14	27	-32
--Advanced placement of students should be encouraged.	6	15	79	+73
--Students should be allowed to secure college credit by examination.	14	9	77	+63
--A student should select a major at the time of his admittance.	70	15	15	-55
--A student should be given an opportunity to plan his own individual college program--with the help of an advisor and approval of an appropriate committee.	17	10	73	+56
--Most of the preregistration advising should be handled by the office of academic advising.	52	14	34	-18
--Most career advising and counseling should be handled by the office of academic advising.	65	13	22	-43
--As an advisor under the present system indicate in the left column the rank order of the following, according to how you spend your advising time (1-most time, and so on).				

Order	Average Rank		Order	
	Present	Preferred		
(5)	<u>4.41</u>	<u>5.55</u>	(6)	Signing cards for preregistration.
(1)	<u>2.11</u>	<u>2.71</u>	(3)	Advising students about required courses.
(2)	<u>2.93</u>	<u>2.92</u>	(4)	Advising students about elective courses.
(7)	<u>5.50</u>	<u>5.84</u>	(7)	Doing senior checks.
(6)	<u>5.05</u>	<u>5.46</u>	(5)	Advising students about University regulations, office locations, etc.

Results of CSU Faculty Opinion Survey  
Undergraduate Education (continued)

Order	Average Rank		Order		Per Cent			Per Cent
	Present	Preferred			D	N	A	Agree- Disagree
(3)	<u>3.51</u>	<u>2.65</u>	(2)	Advising students about overall college program.				
(4)	<u>3.68</u>	<u>2.32</u>	(1)	Discussing career possibilities related to the major.				

--In the second column above, indicate by rank order how your advising time should be spent.

C. General

--Department heads should be evaluated every five years by a faculty-student committee. 16 8 76 +60

--Deans should be evaluated every five years by a faculty-student committee. 18 11 71 +53

--Vice Presidents should be evaluated every five years by a faculty-student committee. 23 12 65 +42

--Indicate the rank-order of the following criteria for judging effectiveness of an undergraduate course (1-most important, and so on).

Order	Average Rank	
(5)	<u>4.70</u>	Amount and level of material covered.
(2)	<u>3.13</u>	Depth of student involvement in subject matter.
(7)	<u>5.85</u>	Student performance on final examination.
(4)	<u>4.03</u>	Relevance of course to student.
(6)	<u>5.59</u>	Student enjoyment of course.
(3)	<u>3.38</u>	Development of student as an independent learner.
(1)	<u>2.10</u>	Student's understanding of subject and facility in communicating it with clarity.

Graduate Education

A. General

--Indicate, by ranking, the relative importance of the following factors in the present system of faculty evaluation (1-most important, and so on). If a factor does not apply to your situation, mark it N.A.

Results of CSU Faculty Opinion Survey  
Graduate Education (continued)

Order	Average Rank		Order	
	Present	Preferred		
(5)	<u>4.25</u>	<u>5.04</u>	(7)	ASCSU Course Evaluation.
(6)	<u>4.56</u>	<u>3.17</u>	(2)	Colleague evaluation, by direct observation.
(4)	<u>4.06</u>	<u>3.76</u>	(3)	Colleague evaluation, by indirect means (through professional association, for example).
(1)	<u>2.32</u>	<u>3.00</u>	(1)	Department head evaluation.
(8)	<u>6.41</u>	<u>4.79</u>	(6)	Alumni evaluation (by students who had classes while on campus).
(9)	<u>7.24</u>	<u>5.56</u>	(8)	Evaluation by employer (or other post-graduate association) of students who had classes while on campus.
(3)	<u>3.46</u>	<u>6.41</u>	(9)	Amount of research funds obtained.
(2)	<u>3.29</u>	<u>4.41</u>	(4)	Dissemination of results of research or creative activities.
(7)	<u>5.69</u>	<u>4.57</u>	(5)	Self-evaluation.

--In the second column above, indicate by rank order of the factors which you consider most appropriate for faculty evaluation.

--Considering the academic year just ending (and without regard to the sources of funds), indicate the percentage of time spent on the following activities (total should equal 100%).

Average Per Cent		
Present	Preferred	
<u>19</u>	<u>19</u>	Undergraduate teaching and preparation.
<u>10</u>	<u>12</u>	Graduate teaching and preparation.
<u>7</u>	<u>6</u>	University service activities (committees of all kinds--University, College, Departmental).
<u>14</u>	<u>15</u>	Funded research or creative activity.
<u>7</u>	<u>8</u>	Unfunded research or creative activity.
<u>16</u>	<u>18</u>	Extension services.
<u>4</u>	<u>6</u>	Continuing education.
<u>4</u>	<u>5</u>	Community service activities (at any level).
<u>19</u>	<u>13</u>	Other - please describe _____.

Results of CSU Faculty Opinion Survey  
Graduate Education (continued)

--In the second column above, indicate the percentage distribution of time which you would prefer.

B. Organization	Per Cent			Per Cent Agree- Disagree
	D	N	A	
--The present University organization is sufficiently flexible to permit timely adjustments to meet changing societal needs.	55	17	28	-27
--Departments should participate in determining and administering graduate programs.	2	5	93	+91
--Colleges should participate in determining and administering graduate programs.	16	14	70	+54
--The present graduate school organization permits a high degree of flexibility for both students and faculty.	31	23	46	+15
--Interdisciplinary programs for graduate students can be implemented readily within the present system.	43	20	37	- 6
--Administrative restrictions do not impede effective teaching at the graduate level.	32	24	44	+12
--Faculty members have sufficient input in the governance and operation of graduate programs.	28	22	50	+22
--The present system maximizes utilization of faculty competence in graduate education and research.	51	24	25	-26
--Individual faculty members are more concerned with their own academic careers than with the education of students.	31	18	51	+20
--Departments are more concerned with departmental prestige than with the education of students.	35	15	50	+15
--Present graduate programs force study of irrelevant materials, rather than centering on the professional interests, needs, and goals of the student.	52	18	30	-22
--Present graduate programs provide for active involvement of students.	23	21	56	+33
--Present graduate programs include "real life" or practical professional applications.	37	21	42	+ 5

Results of CSU Faculty Opinion Survey  
Graduate Education (continued)

C. Admissions and Advising	Per Cent			Per Cent Agree- Disagree
	D	N	A	
--Admissions standards for graduate study are sufficiently high.	25	20	55	+30
--Undergraduates from C.S.U. are better prepared for graduate study than undergraduates from other universities.	44	40	16	-28
--Present advising procedures for graduate students are adequate.	26	28	46	+20
--The present graduate committee system is satisfactory.	22	26	52	+30

Research, Creative Activity

A. Organization

--The present organization for research and creative activity is satisfactory.	57	22	21	-36
--Institutes, Centers, and similar groupings facilitate research and creative activity.	23	22	55	+22
--Funds for research or creative activity in your area of specialization are readily available.	75	10	15	-60
--Interdisciplinary projects would enhance research or creative activity.	9	17	74	+65
--Administration for an interdisciplinary project involving scientists from two colleges should be vested in (circle one):				

	Per Cent	Rank
A. College with major interest	(24)	(2)
B. Central Administration	( 7)	(4)
C. An appointed project coordinator	(60)	(1)
D. Other - please describe	( 9)	(3)

--Within the nine-months academic year, what is the proper amount of time a faculty member should spend on sponsored (funded) research or creative activity (circle one)?

Rank		Per Cent
(4)	A. None	( 6)
(1)	B. Up to three months	(45)
(3)	C. Four to five months	(21)
(5)	D. More than five months	( 5)
(2)	E. Other - please describe	(25)

Results of CSU Faculty Opinion Survey  
Research, Creative Activity (continued)

--Within the nine-months academic year, what is the proper amount of time a faculty member should spend on unsponsored (unfunded) research or creative activity (circle one)?

	Per Cent	Rank
A. None	( 8)	(5)
B. One Month	(35)	(1)
C. Two months	(15)	(3.5)
D. Three months	(15)	(3.5)
E. More than three months	( 3)	(6)
F. Other - please describe	(24)	(2)

--Indicate the relative importance, for further research or creative activity, of the following areas of support:

Rank		Per Cent D* N A**	Importance Index
( 6)	Assistance in proposal preparation.	12 12 76	+64
( 9)	Establishing a proposal preparation section.	19 22 59	+40
( 2)	Time available.	3 9 88	+85
( 1)	Information on available research funding.	3 7 90	+87
( 7)	Travel funds for seeking research grants.	12 22 66	+54
( 3)	Clerical support.	4 12 84	+80
( 5)	Technical assistance.	8 18 74	+66
( 4)	Seed-money allocations.	8 15 77	+69
( 8)	Research-relations representative in Washington	15 23 62	+47
(10)	Research-relations representative in Denver.	24 33 43	+19

\* Unimportant; \*\* Important

--Indicate the extent to which each of the following factors limit funded research or creative effectiveness:

Rank		Per Cent D* N A**	Limitation Index
(1)	Time available.	82 9 9	-73
(2)	Financial support.	79 11 10	-69
(8)	Civil service policies	21 50 29	+ 8
(12)	Media (A/V aids, etc.)	11 39 50	+39
(10.5)	Computer resources.	20 29 51	+31
(10.5)	Other services (statistical lab., for example).	17 35 48	+31

Results of CSU Faculty Opinion Survey  
Research, Creative Activity (continued)

Rank		Per Cent			Limitation Index
		D*	N	A**	
(4)	Space.	54	22	24	-30
(6.5)	Physical facilities (equipment, for example).	56	20	24	-22
(5)	Library resources	51	23	26	-25
(6.5)	College red tape.	49	24	27	-22
(9)	Department red tape.	26	31	43	+17
(3)	Lack of information about availability of funds.	58	21	21	-37

\* Major Limitation; \*\* No Limitation

--Indicate the importance of each of the following factors for unsponsored  
(unfunded) research or creative activity.

Rank		Per Cent			Importance Index
		D*	N	A**	
(4)	Travel funds	18	17	65	+47
(1)	Time available	6	5	89	+83
(5)	Physical facilities	17	21	62	+45
(3)	Clerical help	12	20	68	+56
(2)	Incentive	11	14	75	+64

\* Unimportant; \*\* Important

--In the future, administration of research and creative activities should rest  
in (circle one):

Per Cent		Rank
(17)	A. A vice president	(2.5)
(13)	B. Elected research council	(4)
(6)	C. Appointed research council	(7)
(12)	D. College dean	(5)
(17)	E. Department head	(2.5)
(28)	F. Individual faculty member	(1)
(7)	G. Other - please describe	(6)

Results of CSU Faculty Opinion Survey  
Research, Creative Activity (continued)

B. Status

--Major emphasis of C.S.U. research and creative activity should be (circle one):

	Per Cent
A. Basic	(26)
B. Applied	(74)

--Orientation of present research and creative activity is (rank - 1 being most important, and so on):

Order	Average Rank			Order
	Present	Preferred		
(4)	<u>3.22</u>	<u>2.87</u>	Local	(3)
(2)	<u>2.02</u>	<u>1.90</u>	State	(1)
(1)	<u>1.68</u>	<u>1.95</u>	National	(2)
(3)	<u>3.00</u>	<u>3.11</u>	International	(4)

--In the second column above, indicate the desirable orientation of research and creative activity.

--Indicate the significance of the research image of C.S.U. in your area of specialization:

	Per Cent			Significance
	D*	N	A**	Index
Within the State	35	10	55	+20
Nationally	31	13	56	+25
Internationally	48	15	37	-11

\* Not Significant; \*\* Significant

--Indicate your perception of the significance attached to your research or creative activity by the following:

	Per Cent			Significance
	D*	N	A**	Index
Peers (and colleagues)	14	11	75	+61
Department head	13	11	76	+63
Dean	25	15	60	+40
University Administration	36	25	39	+ 3
Commission on Higher Education	52	34	14	-38
Legislature	55	29	16	-39
Governor's office	57	32	11	-46
Federal Agencies	23	19	58	+35

Results of CSU Faculty Opinion Survey  
Research, Creative Activity (continued)

--Indicate the significance of statements that research or creative activity is a principal requirement for:

	Per Cent			Significance
	D*	N	A**	Index
Tenure	14	11	75	+61
Promotion	9	6	85	+76
Salary increase	11	7	82	+71

\* Not Significant; \*\* Significant

Continuing Education

A. Participation

--Have you participated in Continuing Education (courses, workshops, institutes, etc.), either on-campus or off-campus, while at C.S.U. (check one)?

Yes 66%                      No 34%

--Have you participated in Continuing Education at other universities?

Yes 50%                      No 50%

	Per Cent			Per Cent
	D	N	A	Agree- Disagree
--Faculty members should participate in Continuing Education.	5	16	79	+74
--Most faculty members do not have the time to participate in Continuing Education.	30	15	55	+25
--Faculty members would participate in Continuing Education if it counted in their teaching load.	7	13	80	+73
--Faculty members would participate in Continuing Education if done as an extra assignment for extra compensation.	7	16	77	+70
--Department heads encourage faculty participation in Continuing Education.	28	30	42	+14
--Deans encourage faculty participation in Continuing Education.	30	34	36	+ 6
--Faculty participation in Continuing Education is adequately recognized in personnel actions.	56	30	14	-42
--The University should expand its Continuing Education activities.	5	22	73	+68

Results of CSU Faculty Opinion Survey  
Continuing Education (continued)

B. Organization	Per Cent			Per Cent Agree- Disagree
	D	N	A	
--The present organization facilitates faculty participation in Continuing Education.	53	30	17	-36
--The present organization provides adequate visibility of Continuing Education programs and possibilities to faculty.	64	24	12	-52
--The present organization provides adequate visibility of C.S.U. Continuing Education programs to prospective clientele.	56	31	13	-43

Objectives

A. General

--The present organizational structure of the University provides for adequate communications from faculty to administration.	58	12	30	-28
--The present organizational structure of the University provides for adequate communications from administration to faculty.	40	13	47	+ 7
--Faculty participation in the determination of academic policies and procedures is satisfactory.	54	17	29	-25
--Faculty participation in the determination of policies for admission and retention of students is satisfactory.	32	26	42	+10
--Faculty participation in the general academic affairs of the department is satisfactory.	24	12	64	+40
--Faculty participation in the development of departmental budgets is satisfactory.	61	14	25	-36
--Considering the academic year just ending, make an approximation of the average number of hours per week which you devoted to University activities of all kinds (teaching, research, service, etc.).	<u>56.72 hours per week</u>			

B. Objectives

Faculty members were asked to indicate relative importance on the seven-point scale of several statements of objectives for the University. The average ranking by respondents is indicated below (4.0 indicates neutrality).

Results of CSU Faculty Opinion Survey  
Objectives (continued)

	Average Rank of Importance
--Assure that graduating students have achieved some level of reading, writing, and mathematics competency.	<u>5.88</u>
--Assure that students acquire basic knowledge in the humanities, social sciences, and natural sciences.	<u>5.67</u>
--Develop students' ability to synthesize knowledge from a variety of sources.	<u>5.19</u>
--Help students identify personal goals and develop means for achieving them.	<u>5.71</u>
--Develop educational programs geared to existing and emerging career fields.	<u>5.56</u>
--Offer graduate programs in professional and scientific fields.	<u>5.87</u>
--Perform contract research for government, business, or industry.	<u>4.56</u>
--Provide opportunities for continuing education for adults.	<u>5.57</u>
--Respond to regional and national priorities in developing new educational programs.	<u>5.39</u>
--Assure individuals the opportunity to participate or be represented in making decisions affecting them.	<u>5.55</u>
--Maintain a climate in which communication throughout the organizational structure is open and candid.	<u>6.14</u>
--Maintain a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests.	<u>6.10</u>
--Maintain a climate on campus in which continuous educational innovation is accepted as an institutional way of life.	<u>5.91</u>

## Final Deliberations of the Executive Committee

The four Task Groups reported their deliberations and recommendations for the organization of Colorado State University in the form of "majority" and "minority" reports. It was considered essential by the Executive Committee to maintain the integrity of the Task Group reports by reproducing them verbatim as a section of the final report of the Study. To assure that there was consistency among the four Task Group reports, the Mission Statement, and the Faculty Opinion Survey results, however, the Executive Committee made several comparisons for discrepancies and agreement as follows:

Reports vs Mission Statement

Reports vs Opinion Survey

Mission Statement vs Opinion Survey

Results from these analyses were used to formulate the final recommendations of the Executive Committee which are shown as Part III of this report.

PART II. REPORTS OF TASK GROUPS

REPORT

OF

CONTINUING EDUCATION TASK GROUP

OF

COLORADO STATE UNIVERSITY

ORGANIZATION STUDY

December 18, 1972

TO: Dr. C. O. Neidt  
Executive Committee, Organization Study

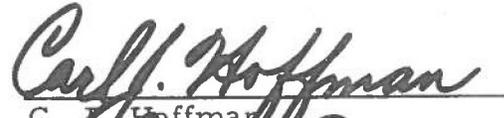
FROM: Continuing Education Task Group

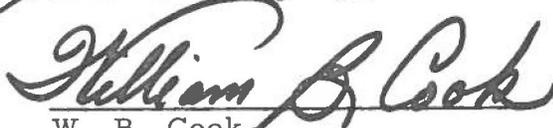
There follows a report of the Findings and Recommendations  
of our Task Group.

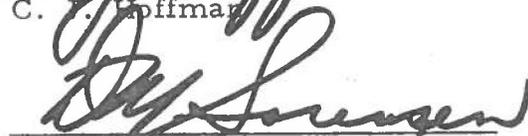
  
B. H. Anderson

  
M. E. Hanson

  
J. R. Bagby

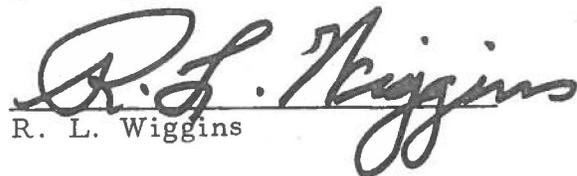
  
C. F. Hoffman

  
W. B. Cook

  
D. M. Sorensen

  
P. Davis

  
D. W. Dobler

  
R. L. Wiggins

## FINDINGS

### General

The Task Group is impressed with the breadth and variety of continuing education programs existing at the University. Without attempting exhaustive enumeration, this can be exemplified by identifying the considerable effort in Cooperative Extension, off-campus Vocational Education Activities, the Head Start Supplementary Training Program, and specific workshops in business management training and veterinary medicine. The Task Group is also impressed with the innovative nature of some of the programs which have developed as, for example, the programs identified as "Letting Citizens Feedback" or "Project Communi-Link," both concerned with community development, and Colorado SURGE.

It is the opinion of the Task Group that there has been insufficient publicity about the extent and variety of continuing education programs carried on at the University. This lack of visibility is considered detrimental to the University community as a whole, since the potentiality of transfer of ideas which could be helpful to faculty in other areas of the University is lost without knowledge about such activities. This lack of visibility was rather strongly noted by the faculty in the responses to the questionnaire.\*

\*Organization Study Questionnaire distributed to general faculty in May, 1972.

It is noted by the Task Group that most of the continuing education activities are based upon specific contracts, grants, or upon continuing funding from state and federal sources under specific legislation. For the majority of those programs operating under contracts or grants, it is noted that they have tended to be pretty much "missionary" in nature, without very much planning.

### Specific

1. Except for specific and continuing funds from legislative support, it is the opinion of the Task Group that the past activities in continuing education have been, generally, reactive and on an "ad hoc" basis. There is little evidence to indicate that the approach has been on a University-wide, planned and programmed basis.

2. The substantial activity in several areas of continuing education, notably Cooperative Extension, has been upon a problem-oriented approach, in reaction to problems which are posed to the University by citizens in the state, in contrast to a course-oriented basis which would, at least in concept, emphasize broader education to solve many problems (rather than the solution to a specific problem). In noting this characteristic of the evolving continuing education programs at the University, it is recognized that there would and should always be some orientation to specific problem solving.

3. The problem-oriented approach, with respect to Cooperative Extension, led to a specific lack of integration between the activities of that group and course activities which would be more general in nature.

4. In the past, continuing education has not been held in particularly high esteem by large sectors of the faculty, because the reward system encouraged other activities by faculty and, in some cases, because continuing education was, somehow, not entirely professional.

5. Despite such views, it is interesting to note that approximately two of every three faculty members have participated in some form of continuing education. This was indicated in the responses to the questionnaire.

6. There is a strong view that members of the faculty should participate in continuing education, particularly if it is appropriately rationalized with respect to work load and recognition. This, too, developed from the questionnaire.

7. The University has achieved significant technological advances in instructional areas in programs such as SURGE and CO-TIE. Such innovations parallel the conceptual innovations noted under general findings. The Task Group believes that the technological and innovative bases for education outreach will be expanded significantly in the years ahead.

8. There is insufficient knowledge available to the faculty in general about the various activities in continuing education. The Task

Group expresses this as a specific view, in addition to the general perceptions about visibility noted above.

9. There is no comprehensive definition of continuing education at Colorado State University.

## DEFINITION AND CLIENTELE

### Definition

Continuing education is the function by which educational services are extended to those not regularly enrolled in academic programs of the University. This includes credit or non-credit programs, on or off campus, as well as assistance to other educational institutions and public or private agencies in the development of programs.

The continuing education activities at Colorado State University focus on services that utilize the areas of expertise of its faculty and staff, and reflect its mission as a land-grant University.

Continuing education at Colorado State University can be divided into two broad categories. One category includes all such activities which are education, professional, or specifically vocational in nature. This category is expected to have major emphasis in Colorado State University's continuing education programming. The other refers to activities which are in addition to an individual's occupation, usually devoted to personal enrichment and enjoyment and often referred to as avocational.

Hereafter, use of the term continuing education will have the first meaning, except where otherwise specifically stated.

Groups To Be Served

1. Members of professions and occupations in disciplines included in the undergraduate, graduate and professional curricula of Colorado State University.
2. Members of professions and occupations in disciplines not included in the curricula of Colorado State University but who need educational experiences which the University can provide.
3. Local citizens who could use the ready availability of the University for adult education.
4. Citizens in other parts of Colorado who want or need the educational services of Colorado State University.
5. Other persons or groups for whom the University can provide training to meet basic societal needs.

## RECOMMENDATIONS

1. Continuing education should be established as one of the principal purposes of the University, and accorded status in University affairs which appropriately co-joins continuing education with resident instruction and research.
2. Continuing education should be constituted at the University on a financed basis with a determined budget analogous to the budgets established for resident instruction and research.
3. Continuing education should become a part of the objectives of every academic unit of the University.
4. Faculty and staff should devote their capabilities and efforts to continuing education as well as to resident instruction and research, proportionally to the budgeted programming for each of these areas. This statement does not mean that all faculty at all times will engage in continuing education; rather, it is intended to mean that some faculty will at all times be engaged (for at least part of the work load) in continuing education.
5. The efforts of faculty and staff in continuing education should be recognized in personnel matters such as salary, promotion, tenure, and in work load computations. This provides recognition of continuing education activities on a basis equitable to that accorded activities in resident instruction and in research.

6. The Task Group recognizes that some time may be required to establish continuing education on the bases recommended. Until these concepts can be effectuated, it is recommended that continuing education be continued under the present policies of faculty participation through overload and costs-reimbursement per activity. However, adoption of the recommendations should be accomplished by fiscal year 1975 - 1976.

7. The Task Group recommends that the avocational aspects of continuing education be offered only on the bases of faculty availability on an overload basis and costs-reimbursement per activity. While the life enrichment potentiality of possible offerings is recognized, it is the judgment of the Task Group that such activities are outside of the major purposes of the University.

8. The Task Group endorses the views implicit in the establishment of a Center for Continuing Education, as an organizational unit under the Academic Vice President. Such recognition of continuing education as an aspect of academic affairs is consistent with the above recommendations.

9. It is the judgment of the Task Group that Cooperative Extension is an integral part of continuing education. Hence, there should evolve a planned, programmed approach which integrates all aspects of continuing education.

10. It is recommended that the Academic Vice President develop policy and strategy for such integration, with the assistance of personnel knowledgeable or experienced with various aspects of continuing education.

11. The Task Group does not contemplate that integration necessarily involves a single administrative unit. The Task Group does believe that the policy and strategy should evolve from considerations such as:

- a. commonality of objectives.
- b. organization for common functions, such as:
  1. off-campus activities.
  2. a single, or unified, network for information flow and the delivery system.
- c. effective and efficient utilization of faculty and staff, thereby avoiding duplication.
- d. elimination of destructive competition.
- e. promotion of coordination and cooperation.

12. The Task Group urges continuing emphasis on innovation, both conceptual and technological. (It is assumed that this notion is equally applicable to undergraduate education, graduate education, and research and creative activities.)

13. It is recommended that better communications about continuing education be devised, both within the University and with the people of Colorado, by such means as:

- a. designation of individuals within the Office of Public Communications, for integrated coverage in this area,
- b. development of appropriate periodical publications, and/or
- c. utilization of other media for communications.

## OBSERVATIONS

1. The original Continuing Education Task Group consisted of nine members, plus Dr. Dobler ex officio from the Executive Committee and Dr. Wiggins as Study Director. It developed, after the Task Group had completed its discovery phase and was involved in analysis, that Dr. Wilcox was prevented from participation because of other commitments. He resigned from the committee and was not replaced. Also, Mrs. Martha Noel was a graduate student and a member of the Task Group, but she left the University and, again, she was not replaced. The remaining members of the Task Group are those signatory to this report.

2. The Task Group notes that there is close similarity between some of its recommendations and those contained in the Interim Report of the Task Force Committee on Continuing Education, Frank J. Vattano, chairman. A memorandum to President Chamberlain from Dr. Vattano, dated January 10, 1972, contains the interim report of this task force committee, including the five recommendations made by that Committee.

REPORT

OF

GRADUATE EDUCATION TASK GROUP

OF

COLORADO STATE UNIVERSITY

ORGANIZATION STUDY

January 25, 1973

TO: Dr. C. O. Neidt  
Executive Committee, Organization Study

FROM: Graduate Education Task Group

There follows a report of the Findings and Recommendations of our Task Group, including a minority report.

It is noted that S. M. Nealey was originally a member of the Task Group. When he left the campus, he was not replaced on the Task Group.

*A. C. Blome*  
A. C. Blome

*D. Vanderbilt*  
D. Vanderbilt

*S. K. Cox*  
S. K. Cox

*T. Tjersland*  
T. Tjersland

*R. M. Hansen*  
R. M. Hansen

*R. H. Udall*  
R. H. Udall

*P. L. McKee*  
P. L. McKee

Marie Borzo

*J. E. Ogg*  
J. E. Ogg

*H. R. Richards*  
H. R. Richards

*S. Paranka*  
S. Paranka

*L. S. Hegedus*  
L. S. Hegedus

*R. L. Wiggins*  
R. L. Wiggins

## FINDINGS

1. The following statements characterize the present graduate education system at Colorado State University:
  - a. Substantial control is exercised by the academic departments, through initiation of courses and programs, teaching of the courses, advising, and providing for graduate student qualification upon completion of a program. This takes place within the overall provision of policy by the faculty, through the faculty council.
  - b. General policy and control is exercised for the faculty through the faculty council functioning through its Graduate Council. The Graduate Council recommends policy to the faculty council for general adoption, advises the Dean of the Graduate School, recommends appointments to the graduate faculty, and evaluates courses and programs proposed by the departments.
  - c. The Dean of the Graduate School exercises general coordination of graduate studies by assuring that the policies of the faculty council are carried out, assuring the maintenance of developed standards for graduate faculty appointments, and general administration of graduate students programs within the policies and procedures established.
2. Responses to the questionnaire\* indicate that the faculty generally endorses the present system for graduate studies at Colorado State University, and strongly endorses participation by departments in

\* Organization Study questionnaire distributed to general faculty in May, 1972.

the determination and administering of graduate programs.

3. The Task Group expresses concern with the lack of interdisciplinary opportunities for graduate students, at least to the extent of the seeming inability of many graduate students to take courses outside the department of their major advisor. Responses from faculty to the questionnaire indicated that interdisciplinary programs for graduate students can not be readily implemented within the present system. The Task Group concluded that this could be alleviated by the Graduate Council, through the Dean of the Graduate School, and it was accordingly recommended to the Graduate Council that it:
  - a. Undertake efforts to encourage graduate students' committees to facilitate enrollment of graduate students in courses outside of the department, as a part of their graduate program whenever this would help students strengthen their professional and educational goals.
  - b. Consider the formulation of a statement for inclusion in the catalogue, setting forth the right of and desirability for graduate students taking courses outside of the major department and having such courses count as a part of the graduate program.
4. Through the questionnaire, faculty expressed a belief that the present overall University organization is not sufficiently flexible to adjust to changing societal needs. The faculty also felt that the present University organizational system does not permit

maximum utilization of faculty competence in graduate education and research.

5. The Task Group takes notice of the tendency by the prospective graduate students to turn away from the pursuit of graduate work if there are indications of poor job prospects in the areas of interest.

## PURPOSES OF GRADUATE EDUCATION

1. Graduate education is considered primarily as preparation for professional and advanced technical occupations. In addition, graduate education should encompass understanding of the theoretical principles of the student's discipline and its relationship to other areas of knowledge.
2. The Task Group recognizes that some of the above may also be legitimate purposes for undergraduate and/or continuing education. However, this statement of purposes is intended as one appropriate for graduate students involved in graduate programs.

## RECOMMENDATIONS

1. It is recommended that no major changes be made in the current organization and arrangements pertaining to graduate education at Colorado State University. However, the Task Group believes that changes in the overall University organization may enhance present graduate education.
2. The Task Group believes that all faculty concerned with graduate education, and particularly the Graduate Council, should give considerable emphasis to study and formulation of objectives for graduate education programs which will involve the purposes of graduate education as previously stated.
3. The Task Group believes that changes in overall University organization should facilitate interdisciplinary activities and provide for more effective utilization of faculty. It should also fulfill the three principles of simplicity, relatedness, and flexibility set forth in the original statement of "mission" for task groups.
4. The Task Group worked with several different forms of possible University reorganization, but was unable to reach consensus. These proposals have been forwarded to the Study Director for presentation to the Executive Committee.
5. The Task Group recommends that the following criteria be considered as bases for regrouping of departments (and colleges) in the reorganization effort:

- a. A minimum departmental size of fifteen to twenty faculty members (not FTE) and a maximum size of approximately fifty faculty
- b. Shared community of professional interests and/or degrees
- c. Common characteristics of the students enrolled
- d. The principal functions of the area involved
- e. Type of research activity
- f. Duties and responsibilities of the departmental administrator, availability of administrative personnel to support the activity
- g. An identifiable administrator, with budget and policy-direction responsibilities, for the purposes of maintaining or acquiring accreditation
- h. Developing trends, including the trend toward interdisciplinary activities and the indication of more emphasis on professional education in the future.

DISSENTING MINORITY REPORT

The Majority Report of the Graduate Education Task Force is an accurate reflection of the deliberations of said committee. However, certain glaring omissions should be pointed out.

The Mission of Task Groups as outlined at the onset of the Colorado State University Organization Study included a 3-fold charge of

- A. Discovery
- B. Analysis
- C. Recommendations

The Graduate Education Task Force has failed in the first of these appointed tasks, in that very little attempt was made by this committee to solicit graduate student opinion. Although an early attempt was made to identify "areas of concern" to graduate students by circulating a preliminary questionnaire among 48 graduate students, these efforts were not continued in any widespread and meaningful way. In addition, arrangements were made by the author of this dissenting report for members of the Task Force to meet with the Graduate Student Council (a body elected by graduate students), but the invitation was postponed on several occasions, and ultimately never accepted. I think that graduate student input on a university-wide scale would have been valuable, particularly in the areas of teaching (G.T.A.'s), research (G.R.A.'s), courses of study, and the relationships between graduate students and individual faculty members, between graduate students and departments, and between graduate students and the graduate school and/or dean. Each of these areas form an integral part of the educational experience of graduate students at Colorado State University.

In addition, I believe that no real recommendations have been made in the Majority Report of this committee. This part of the task has been passed on to future committees along with a few generally vague guidelines. Furthermore, many of the recommendations which have been made are merely regurgitations of portions of the original document Mission of Task Groups. Take, for example, Recommendation 3, which reads

The Task Group believes that changes in the overall University organization should facilitate interdisciplinary activities and provide for more effective utilization of faculty. It should also fulfill the three principles of simplicity, relatedness, and flexibility set forth in the original statement of "mission" for task groups.

In addition to restating the points

- A. Simplicity
- B. Relatedness
- C. Flexibility

set forth in the Mission of Task Groups statement, this recommendation also restates the point

- 4. utilize interdisciplinary approaches for instruction, research, and service wherever appropriate

and also the sentence

A particular objective of university organization is to provide the conditions, circumstances and relationships which facilitate faculty performance.

The document Mission of Task Groups was distributed on February 18, 1972; this is February 1, 1973; what have we in fact accomplished?

Marie Borzo.  
February 1, 1973.

REPORT  
OF  
RESEARCH AND CREATIVE ACTIVITY TASK GROUP  
OF  
COLORADO STATE UNIVERSITY  
ORGANIZATION STUDY

DATE: March 27, 1973

TO: Dr. C. O. Neidt  
Executive Committee, Organization Study

FROM: Research and Creative Activity Task Group

Attached is the report of our Task Group.

It is noted that Dr. Daryl Simons was originally a member of this Task Group but Dr. Goodman later replaced him as a regular member of the group. Mr. William Sigel, a student, was originally a member of the Task Group, but he resigned at the beginning of the summer last year. Also, Dr. Jensen was originally a member of the Task Group, but he resigned from it at the time he announced his resignation from the position of Vice President for Research. Neither of the latter two were replaced on the committee.

J. Bodig  
J. Bodig

D. G. McComb  
D. G. McComb

K. M. Brink  
K. M. Brink

S. Morrison  
S. Morrison

M. L. Corrin  
M. L. Corrin

R. Phillips  
R. Phillips \*\*

J. George  
J. George

P. Ragouzis  
P. Ragouzis

J. Goodman  
J. Goodman

R. A. Young  
R. A. Young

G. Kress  
G. Kress

R. L. Wiggins  
R. L. Wiggins

\*\*See Minority Statement

## DEFINITIONS

The title of this Task Group reflects the uncertainty and, possibly, the confusion which exists when thinking about "research" as a part of a faculty member's job description. The creative acts of the artist are quite comparable to the actions of a researcher. It is believed that all possibilities under this general area can be subsumed under the general title of creativity. However, other terms will be identified because of common usage.

Creativity describes the processes whereby a faculty member, through his own thought, efforts, and imagination, brings something unique into existence, something which is not likely to evolve naturally. Hence, creativity involves an originality of thought or expression, and may be embodied in a work of art, an invention, a poem, as well as extensions of existing bodies of knowledge.

Research workers in science will recognize the utility of a designation of scientific creativity, that creativity which results from application of the scientific method. Those in the expressive disciplines will recognize subjective creativity, that creativity generating primarily from the imagination and emerging from intuitive methods.

Research is commonly used on this campus (and at other universities) to identify the activities and investigations which are funded. When individuals on campus speak about research, those engaged in

the activity are thinking about funded research. Traditionally this has involved scientific creativity, but it should not necessarily be limited to this aspect.

Many faculty members do, and most should, engage in research even though they do not have the financial support of a contract or a grant. This area of non-funded research is a significant part of creativity on campus, and may be either scientific or subjective creativity. This form of research can be expected to be carried on by faculty members, some of whom might never seek funded support for the research.

It may be noted that distinctions are sometimes made between basic and applied research; it was not believed necessary or desirable to identify such distinctions in the creativity considerations of this Task Group.

Scholarly activity is another expression commonly used, and it is related to the broad definition of creativity. Scholarly activity means those activities by which a faculty member maintains and enhances his relative mastery of his field. As such, it involves the study and investigation of what others in that particular discipline and related fields have said and done. It may be noted that the authorship of publications of various kinds may well be a feature of scholarly activities.

Certain kinds of consulting work by faculty members can qualify as creativity, as defined. This refers to consulting assignments where

the approach to the work is creative with results which may well be unique, but not necessarily published.

Some forms of service also fall within the definition of creativity. The review of publications for journals can be considered the kind of service which would be closely related to creativity. Participation in meetings of various groups outside the University can be considered within creativity, where the attendance involves the application of professional knowledge to the concerns of the group involved.

Teaching, understood to be the imparting of knowledge or skill in the professor's discipline, is not considered to be within the broad definition of creativity (even though it is recognized that professors can develop creative approaches to the art of teaching). The concept of teaching used here involves utilizing all of the knowledge and skill developed through creativity, including scholarly aspects, and communicating them to students.

## FINDINGS

1. Creativity comes from the human resources of the University. Only individual faculty members can undertake the activities which eventually result in creative extensions of knowledge. All other resources of the University--structural, physical, administrative, etc.--function to support and facilitate the activities of faculty members. Faculty members also engage in the significant teaching-educational processes and, consistent with University membership and time constraints, perform services to the community and to the University.
2. Creativity of a faculty member is intimately related to his educational areas of interest. This view of faculty creativity is especially important in terms of sponsored creativity in the form of contracts and grants. Creativity intimately related to educational efforts precludes the establishment of a separate research organization within the University. The importance of this integrated view of creativity and the educational processes is emphasized in the FCCR report of the Faculty Council of March, 1972.<sup>1</sup> The interrelation was also noted in the Organization Study Questionnaire.<sup>2</sup>

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<sup>1</sup>Part II.

<sup>2</sup>Organization Study Questionnaire distributed to general faculty in May, 1972.

3. The utility of sponsored creativity, through research contracts and grants, is recognized. The Task Group believes that a continuance of the steady expansion of sponsored research already experienced would be useful, since sponsorship enhances a faculty member's capacity to function creatively, and this, in turn, contributes to University reputation. However, the opportunistic approach to contracts and grants, with the concomitant preoccupation with acquisition of sponsorship rather than creativity itself, as noted in the FCCR report to faculty of September 30, 1971, is deplored.<sup>3</sup> The practice of requiring some regular faculty members to supply a significant part of the base salary through research funding is also deplored.
4. The Task Group found a lack of overall University objectives with respect to creative activities. This was also noted by the FCCR in its 1971 report to the Faculty Council. The Task Group considers that the lack of reasonably clear and generally understood objectives militates against the fundamental purpose of having creativity function in support of the educational processes.
5. Small grants to faculty for creative activities, through general budgeting resources, have proved to be useful. The experiences reported by FCCR in March of 1972 indicates the desirability of this kind of activity.<sup>4</sup> The Task Group notes that both FCCR and

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<sup>3</sup>Page 7.

<sup>4</sup>Part III.

the Faculty Improvement Committee have recommended continuance of these grants, and the Task Group endorses this view.

At the same time, the Task Group considers it important to recognize that creativity is inherent in the position of a faculty member at this University, and that the faculty members' creative activities should proceed regardless of grants. The concern here is that the absence of some kind of fund sponsorship does not lead to avoidance of the underlying responsibility to function creatively.

6. Investigation indicated that approximately one-third of our faculty members are engaged in some form of sponsored research. It was possible to identify only a small percentage of faculty directly identified with non-sponsored research activities. The Task Group believes that a majority of faculty members engage in non-sponsored creative activities. The Task Group also believes that substantial numbers of the faculty would engage in sponsored activities, if sponsorship existed.
7. Our studies indicate that the role and responsibility of faculty members in teaching and in creative activity is not universally understood. This lack of understanding is also related to the faculty concern about time availability, as expressed in the

Organization Study Questionnaire. Along with this, the questionnaire reflected the belief that each faculty member should have principal control of his creative activities, whether sponsored or otherwise.

8. The Task Group suspects that the rewards system is dysfunctional, particularly in salary administration. It is believed that, in some cases, undue weight has been placed on a faculty member's success in attracting sponsored research. There have also been instances of failure to recognize a faculty member's engagement in sponsored research, based on a department chairman's perception that the faculty member was not making as substantial a contribution to teaching as others. Both of these views are incorrect, to the extent that they reward or penalize "grantsmanship".

The Task Group notes that tenure and promotion considerations also reflect this type of dysfunctionality, although salary administration was more readily apparent.

9. Experiences of faculty members engaged in sponsored research under CSURF and current administration permit the following comparisons:
  - A. CSURF provided specific help to principal investigators for research-possibilities development, scheduling meetings with sponsoring agencies, and, generally, handling various

arrangements which were supportive of the researchers' efforts. Until recently, there has been little of such help under current operations.

- B. The proposal section under CSURF functioned to prepare finished proposals from rough drafts supplied by principal investigators. Currently, proposals are generally typed by departmental secretaries, whose time is not readily available because of pressures for current items such as examinations, correspondence, and the like. Alternately, a principal investigator types a proposal himself, or pays for having the proposal typed.
- C. There was more by way of promotional activities and funding agency contacts under the CSURF operations. In specific disciplines, it developed that such activities by CSURF personnel were helpful to the younger staff. (But note E. below.)
- D. The general state of accounting and accounting services are currently better than they were during the period of CSURF operations (although there are discontents expressed about present accounting).
- E. CSURF tended to concentrate its activities in those areas where the funding was heavy, which was primarily in the

"hard sciences". Efforts in other areas were not effective.

This practical orientation of working with familiar sponsors with good budgets continued subsequent to CSURF.

F. A general impression was that CSURF administrators frequently made arrangements directly with faculty members, bypassing normal structure, and tended to become too specialized and too differentiated from other academic affairs. It is assumed that this was part of the reason for the change from CSURF operations.

10. Faculty who have engaged in sponsored research, and those who wish to, have experienced communications difficulties about research matters. Problems exist in information flow, contacts with sponsoring agencies, advice and counsel on proposal preparations, and, generally, in contracts administration. Both the Organization Study Questionnaire and FCCR reports attest to some of these difficulties.
11. The University has devoted considerable effort to changes in accounting activities primarily to satisfy the state auditing requirements with respect to state requirements for the accounting. Apparently, this is now satisfactory. Unfortunately, this emphasis has not particularly benefited the principal investigators on contracts and grants, although it is continually improving. Related to this, but commencing earlier in time, there has

emerged duplicative accounting systems. Sometimes there is an informal accounting within a college structure, sometimes within a department, and sometimes by the principal investigator himself. The Task Group believes there has been an undesirable proliferation of accounting, based upon the exterior requirements that the accounting service faces and the internal requirements of the principal investigators.

12. The Task Group noted that there has been a considerable amount of college "parochialism" in dealing with sponsored research proposals. There seemed to be an insistence on identifying a proposal with the college in which the principal investigator was located, since this was considered better than acknowledging the colleges with which co-investigators identified. Particular difficulties arose on proposals developed collaboratively in an interdisciplinary approach to research.
13. It is assumed by the Task Group that the principal problem with respect to non-sponsored creativity is in the time availability for such creativity. The faculty research grants are facilitative, of course, but they should not become the only basis on which non-sponsored creativity would take place. As previously noted, it is the Task Group's belief that non-sponsored creativity is inherent in the faculty position at the University.

14. The proliferation of administration in research was noted and deplored by the two recent FCCR reports (1971 and 1972), and discussed in a special memorandum dated March 15, 1972. The Task Group shares this concern about proliferation, primarily in terms of the possibility of too much administration and too little "support",
15. The Task Group used the term "centers", in its deliberations about centers, institutes, and laboratories, and the Experiment Station although it was recognized that the existence of the Experiment Station has a statutory base. The finding of the Task Group is that the experiences with centers is mixed. Some centers operate within the view that research and education are intimately interrelated, while others seem remote from this basic concept of University activities. It was the judgment of the Task Group that the flexibility intended when centers were originally established did not occur, primarily because of building in administration at the initiation of the center, rather than letting administration evolve with experiences. The other side of this same issue is the observation that centers fail to establish a firm "self-destruct" during the planning. It was also observed that interrelationships with academic departments has not always been clearly delineated. Some aspects of the operations of centers strengthens the FCCR concern about proliferation of administration.

16. The interests of the faculty at the University in interdisciplinary research is high, as indicated by both the Organization Study Questionnaire and the FCCR research questionnaire. How faculty members should bring about interdisciplinary research activities is unknown, since there are no precedental guidelines to be followed. It is the finding of the Task Group that a center to "promote" interdisciplinary research is not the best approach to this issue.

The FCCR research questionnaire, subsequent FCCR recommendations, together with the FCCR discussions of the Administration's responses to its recommendations, reveal both faculty and FCCR equivocation with respect to a center for interdisciplinary research. Hence, the expansion of the Environmental Resources Center, as discussed, represented a sort of "don't know what else to do" approach.

Sponsorship of single-discipline research develops, primarily, from the efforts of the principal investigators who initiate proposals and carry on research under resulting contracts or grants. Similarly, interdisciplinary proposals and subsequent contracts or grants will generate, primarily, through the effort of faculty members interested in interdisciplinary research. The requirements are information about opportunities and absence of inhibitory organizational factors. With these requirements met, the lack of

precedent is but a complication, not a prohibition. And, as interdisciplinary proposals and projects become realities, organization can follow--by setting up a center, for example.

17. In the Organization Study Questionnaire, faculty indicated the belief that state agencies do not acknowledge the significance of faculty research; agencies identified were CCHE, the Legislature, and the Governor's office. However, faculty does believe that federal agencies generally acknowledge the significance of research by faculty members at the University.

## DIRECTIONS\*

1. The emphasis in sponsored research has been on basic research in the past, while the present emphasis is upon problem solving. The Task Group notes the possibility that there may be a swing back to basic research in the future and, because of this, emphasizes the need for flexibility in the University's research structure. It is interesting to note that, in the Organization Study Questionnaire, three out of four respondents favored applied over basic research.
2. The current sponsorship emphasis on applied research seems to focus on the solution of specific problems of concern to the society. Increasingly, research grants are made for indicated potential for innovative solutions to the problems posed.
3. There is an increasing emphasis upon interdisciplinary approaches to the problems to be attacked through sponsored research. This direction, coupled with the increasing interest in interdisciplinary activities by the faculty, point up the need to identify methods for handling appropriate interdisciplinary activities.
4. The Task Group takes notice of a trend towards more accountability in research grants, including more internal control of the activities

\*This section depicts trends noted by the Task Group, in contrast to the more specific findings of the preceding section.

under sponsorship. Techniques like milestone accounting, PERT programming, and similar management-science means for monitoring progress have been utilized.

5. Directions for non-sponsored creative activities are difficult to project, essentially because of the private and personal nature of the research undertaken by a faculty member on his own initiative, and without the constraints of a governing contract or grant. It is assumed that such creative activities will consistently adhere to the interrelationship of research with the educational aspects of faculty activities.
6. The possibility for increased activity in small grants for faculty, through the C. S. U. foundation, was stated on page five of the administrative "Responses to Recommendations" which are contained in the FCCR report of March, 1972.

## RECOMMENDATIONS

1. The Task Group recommends that substantial efforts be made to emphasize that the two principal responsibilities of a faculty member are teaching and creative activities. The purpose of this is to emphasize the integrated, interrelated aspects of the faculty position. The necessary implication of this is that every faculty member will engage in creative activity, without exception. However, this does not nor should not specify a particular form of creative activity (e. g. sponsorship or otherwise).
2. The Task Group recommends that there be full integration of the creative activities with the teaching programming at the department and college levels. In particular, administrators at these levels must be fully cognizant of the creative activities of departmental faculty members, and assure that faculty members are duly credited for such activities in assessing teaching workloads and performance (should also be cognizant of service activities, at the same time).

It is assumed that the developing program for faculty participation in management-by-objectives will permit faculty members to have an input into department chairmen understanding of his individual activities, as well as in the assessment of performance thereof. In particular, the rewards for performance

should be related to this jointly understood and agreed upon distribution of effort by the faculty member.

3. It is recommended that, when a faculty member becomes heavily involved in a substantial grant or contract or in an interdisciplinary project, consideration should be given to the utilization of the "center" concept for such activities. This contemplates the establishment of a temporary research task group for the duration of the project, without administrative structure other than the faculty member or members involved, including such help as they are able to derive from the contract or grant. The idea of a temporary task group is to specifically identify the larger projects and the interdisciplinary projects, for rationalization of the faculty member's time utilization; in addition, such a task group will facilitate the necessary accounting with respect to projects.
4. The Task Group recommends that balanced consideration of teaching and creative activities (and service) in each professional area be used for salary considerations, not relative success in attracting contract or grant support. In particular, non-sponsored creative activities of good quality and related to the educational processes should be rewarded equally with sponsored creative activities.

5. Integration of research administration and academic administration at the top administrative level is recommended. (See Appendix A) The idea is that creativity and academics are closely interrelated and interwoven and, to carry out the underlying policy of the University in such matters, these two aspects of faculty behavior need to be approached on a balanced, integrated basis. It is contemplated that the administrator charged with these two essential functions will communicate with principal investigators, department heads, and college administrators, primarily through a consistent body of policy, to fulfill the integration principle, achieve consistent administration, and assure that the rewards system is reflective of the purposes of the University with respect to creativity and academics. Contemplated in this communication is availability of the administrator for consideration and resolution of major decisions involving a principal investigator or administrative unit for circumstances not covered by existing policy.
6. It is recommended that the administrator recommended above have a key staff individual available to provide general surveillance and coordination on creativity matters for the administrator, who will be responsible for counsel, advice, and assistance to principal investigators and departments about creativity problems. Title for this key staff position could be "Dean of Research and Creative

Activities." One of his responsibilities will be to examine and establish appropriate representation in Washington and, where necessary, elsewhere.

7. The Task Group recommends that the Office of Sponsored Research, Contracts and Grants Section, and other activities related to the sponsored creativity, such as the Experiment Station, report to this Dean, and through him to the top administrator in charge of academics and creativity. Also included would be other activities deemed necessary for proper functioning and expansion of sponsored creativity.
8. It is recommended that the creativity/academics administrator provide appropriate emphasis on non-sponsored creative activities by faculty members. This can and should be accomplished by the proper job descriptions for the staff individuals (Recommendation 9) responsible to the "Dean of Research and Creative Activities." The administrator in charge would make it his prime responsibility to assure that the administration adopts and utilizes a balanced view of the creativity processes, in order to assure that the non-sponsored activities do not suffer.
9. The Task Group recommends the initiation of research coordinator positions within the staff activities of the "Dean of Research and Creative Activities." Job descriptions for these positions should differ from anything that is presently being done, at least in part.

Present personnel can be utilized, if qualified. The main purpose of these coordinators is to facilitate and encourage interested faculty in developing sponsorship for their creative activities. Each of the coordinators will have a broad disciplinary category for which they will be primarily responsible for developing information flow, advising, and coordinating efforts of faculty to develop sponsorship within the category. Examples of the categories are the biological sciences, the physical and applied sciences, the social sciences, and the humanities.

The coordinators, selected for ability to comprehend and develop the areas of potential sponsorship related to the disciplinary category, will be expected to actively and aggressively handle the development of knowledge about funding sources, and to see that they are communicated to interested faculty. At the same time, these coordinators will become familiar with the faculties within the general categories they serve, thus being able to assist such faculty to actively initiate proposals for sponsorship, giving advice and counsel as the interests of faculty are developed.

The coordinators should, in cooperation with others within the staff activities, develop and enlarge sources of funding and contracts with federal funding agencies but not limited thereto, since private foundations and state and local governments have

research requirements which some faculty can meet. It is contemplated that the coordinator will coordinate with library staff, statistical laboratories, the computer center, and other support activities about developments by which these support services will be utilized in evolving sponsorship.

Each coordinator would give primary attention to his particular disciplinary category, but he would also exchange information and ideas with the other coordinators so that cross-disciplinary kinds of opportunities will be noted and fed to the faculty. This relates, of course, to interdisciplinary possibilities which apparently will be more important as time progresses. Such communication among the coordinators will assure that the information flow to the faculty is optimized.

Active and aggressive handling of these assignments is to be from a staff position. The primary responsibility for generating proposals for sponsorship will, and must continue to, rest with individual faculty members.

10. While the research coordinators will be the primary source for information flow, the Task Group recommends that a brochure be distributed to all faculty members. Included would be a statement of the role of creativity at the University, policy statements reflecting the integration of creativity and academics, definition of various kinds of creative activity including the non-sponsored

creativity, information about research structure and personnel, general indications about information sources, and conclude with statements about the resources available within academic departments and among colleagues.

The Task Group considers that the contents of such a brochure might be contained within the Faculty-Staff Manual and updated with the subsequent issues of this Manual. However, whether done as part of the Manual or separately, it is believed that the brochure idea will help members of the faculty, especially new ones, to understand ways in which they might initiate their interest and develop knowledge about sponsorship.

11. The Task Group recommends that each department head assume the specific responsibility for stimulating and encouraging creative activity, especially for new faculty. Contemplated is an awareness of resource personnel within the department, or in other departments, who can give advice, counsel, and information to faculty members interested in sponsorship.
12. Informal seminars with faculty members who have been successful in developing sponsorship should be held on an ongoing basis around the campus. Structured seminars, generally announced to faculty, will probably not achieve the purposes intended. Rather, it is contemplated that either research coordinators or department heads, and sometimes principal investigators, detecting the need

for discussions on sponsorship matters, would arrange informal seminars. Presumably, interested faculty members would also initiate discussions, as emerging interests develop. Continuing dialogue of this nature is a practical way for more faculty to become experienced with the sponsorship processes.

13. The Task Group is of the opinion that central support services as they functioned during the CSURF era are desirable. Specifically, the principal investigator could provide a draft of a proposal for sponsorship, and see to its critical review (Recommendation 16). Thereafter, the principal investigator could take it to the Central Support Office where the proposal would be handled in terms of (1) format review, (2) editing, (3) budget guidance, (4) typing in final form, (5) reproduction, and (6) transmittal to the sponsoring agency.
14. Recent experiences indicate that the professional accounting staff has been highly sensitive, and understandably so, to the requirements of the state auditing system. Too often, this has had the unfortunate result of confronting principal investigators with statements about why something cannot be done because, for example, of auditing requirements. It is recommended that the professional staff in central services adopt a controllership perspective with respect to assisting principal investigators on problems which arise under contracts. The central thrust of this perspective is

that the professionals consider the problem and advise principal investigators how they can accomplish what they wish to accomplish, and still be within the requirements of auditing. The distinction is subtle but important; the proposed attitude should be based on "how to do it" rather than "it can't be done."

The Task Group believes that accounting services to principal investigators can be substantially improved, and the duplications reduced. It is accordingly recommended that the central accounting services look to its operations to determine if it can develop more current and detailed information about the various contracts and grants to the point where a principal investigator can get answers to questions of concern to him by reference to central accounting services. This is the ideal arrangement and it would eliminate all other accounting activities, except to the extent that each principal investigator may want to run some kind of simple checklist of what he is currently doing on a given contract.

If experiences indicate that the essential accounting services cannot be currently responsive with respect to individual contracts and grants, then decentralized subsidiary accounting will have to be continued. It is recommended that this be carefully controlled by the central administrators to minimize duplication, and to prevent institutionalizing of the informal arrangements.

15. It is recommended that both administration and faculty continually focus upon the importance of the role of the individual faculty member as principal investigator. Each faculty member is responsible for engaging in creative activities, sponsored or otherwise, consistent with his professional interests, and he is also responsible for communicating the results of his creativity to society. With respect to sponsorship, it is a responsibility of the faculty member to develop information about prospective sources of sponsorship, and to initiate proposals seeking such sponsorship through contracts and grants. No administrator or organizational structure can substitute for this responsibility on the part of individual faculty members to develop proposals which will lead to sponsorship.

The responsibility of the individual faculty member, however, does not stop with initiation of proposals since he has the primary responsibility as principal investigator for performance under awarded contracts or grants. He is not only responsible for the technical content of the research or creative activity undertaken, but is also responsible for the accomplishment of its objectives. While it is true that the commitment is made by the University, this commitment is general in nature and relates to the University endorsement of the proposed research and provision of facilities and support.

16. The Task Group recommends that the principal investigator preparing a proposal assume the specific responsibility for obtaining critical review in order to assure professional quality.
17. It is recommended that University policy and operating practice discourage any proliferation of administration beyond that evolving around the individual researcher and the administrative support for accomplishing creative activities. This recommendation refers to internal administration and not to the meeting of external requirements of policy, accounting, and necessary contacts with sponsoring agencies. Administrative functions which have or will develop within departments and colleges should be discouraged unless it is determined that there are explicit advantages to integrated administration. This emphasis is to contrast with the general view that some form of unit administration is implicitly desirable--which, on analysis, frequently proves not to be the case.
18. This same view applies to "centers." It is recommended that centers, generally, be grounded upon the activities of principal investigators and not take on organizational existence of their own. By this view, every center is temporary, except where the exterior funding sources are prepared to and will establish a budget for a permanent adjunct to the University organization. (This assumes the center is consistent with University objectives.)

19. It is recommended that no special center be developed or any existing center utilized for interdisciplinary efforts.

It is a belief of the Task Group that the principal initiative for evolving interdisciplinary approaches to creative activities rests with individual faculty members. Since the patterns for interdisciplinary activity are not well developed, it is contemplated that the research coordinators would be alert to emerging interdisciplinary possibilities and communicate these to appropriate faculty members. Administrative or organizational arrangements aimed at pulling diverse disciplines together tend to interfere with rather than help interdisciplinary creative activities.

20. Cooperative research between individual faculty members is most easily accomplished when they are in the same department, less simple when two departments are involved, and often unnecessarily complicated when the participants represent two colleges. It is recommended that a study be undertaken of organizational factors which will facilitate cooperative research efforts.

21. It is recommended that the administration take the lead, utilizing faculty support as appropriate, to bring about changes in attitudes at the state level relative to participation in creative activities by faculty members at the University. No specific organizational

form is suggested for this, nor is it likely that any single approach will be sufficient. The important thing is that the administration aggressively attack the problem of state agencies' perceptions of the faculty role at the University, to develop understanding and appreciation of the fact that a faculty member must engage jointly in academic instruction and creative activities.

MINORITY STATEMENT  
RESEARCH AND CREATIVE ACTIVITY TASK GROUP

As a prelude, I concur in the recommendations put forth in my Task Group's report. However, I feel that an organizational study of the University is not complete without (1) considering the effectiveness of existing college and departmental units and (2) providing a specific means for a continual review of organizational effectiveness. These aspects have not been covered to my satisfaction in the Research and Creative Activity Task Group report. In the report, Item 1 has been alluded to in Recommendation 20. Item 2 was essentially not considered.

I feel that the historic departmental alignments into eight colleges can be altered to enhance the accomplishment of the University's missions.

I propose the following:

1. That the current colleges be abolished and that five colleges or divisions be formed, each with 8-12 departmental units. These units would have broad areas of academic responsibility (See Table 1).

TABLE 1

College I	Life Sciences
College II	Physical Sciences
College III	Natural Resources
College IV	Humanities & Social Sci.
College V	Consumer Sciences

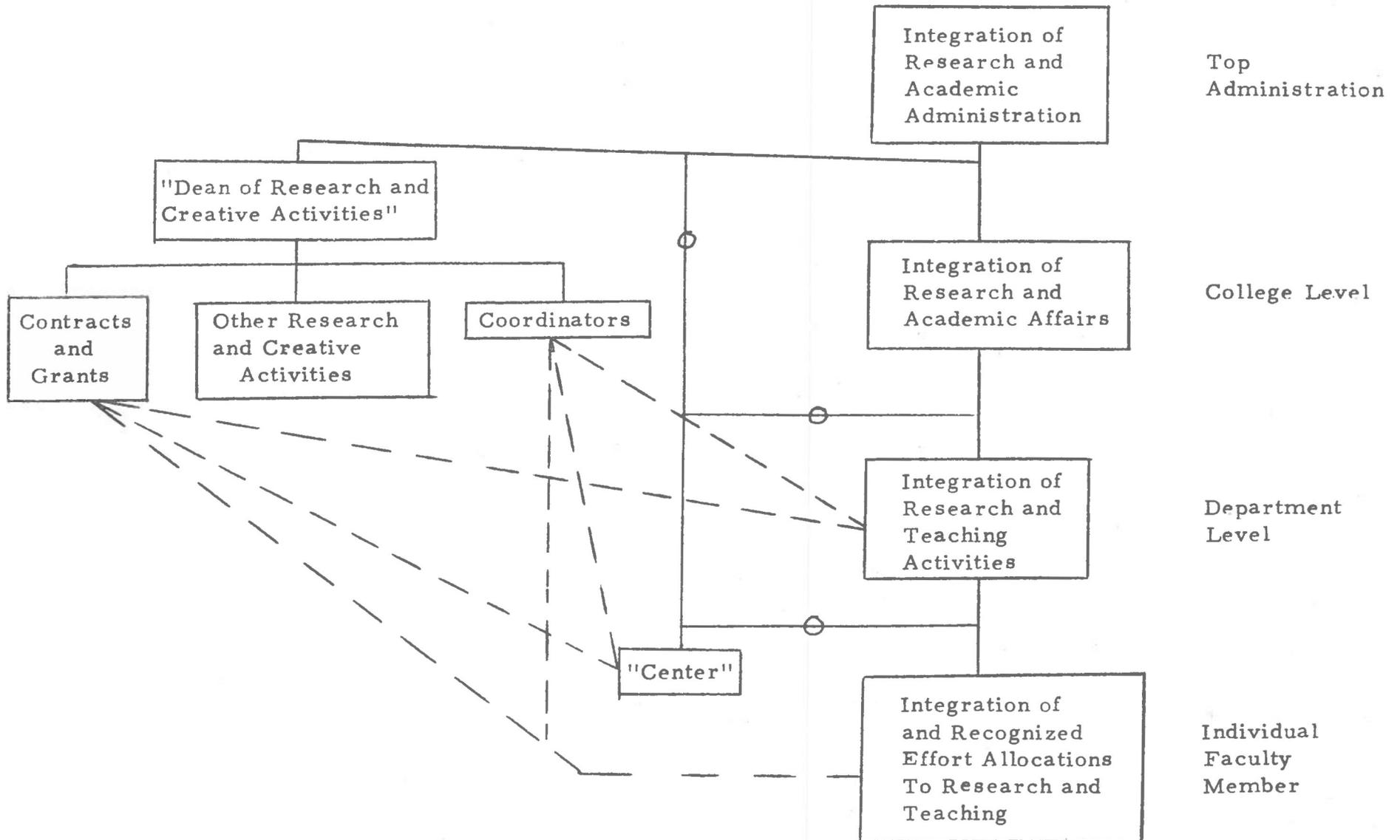
I perceive the following advantages:

1. The number of intermediate administrative offices and accounting functions would be decreased. Each of the existing 8 colleges has 2-3 deans, this number would be substantially decreased.
2. There would be a joining of some of the existing departments and thus a net decrease in the lower level administrative burden.
3. All colleges would have more nearly equal size. I feel that this inequality represents a problem at Colorado State University at this time. The small colleges are distrustful of the size, philosophy, and acquisitional nature of the large college. While it in turn feels that the small colleges often receive benefits of undue proportion. These feelings on both sides appear to permeate from the Deans through the faculty and the students and goes beyond the realm of healthy competition.
4. The recombination of colleges into broader divisional units would facilitate cooperative interdisciplinary research and enhance the development of areas of excellence in research.
5. Contained within the reorganized structure should be a method for periodic review of its effectiveness.

I recommend that a single task force be formed to prepare a plan of college-departmental alignments consistent with the goals outlined in this document. Further, that the report be prepared with all possible haste and be speedily implemented.

  
R. Phillips

Appendix A



— Direct supervision; "line" relationships

○ — "Line" reporting relationships can be any of those shown, a "center" can report to top administration, a dean, or a department head.

- - - - Coordination, counsel, advise, but not direct supervision.

REPORT  
OF  
UNDERGRADUATE EDUCATION TASK GROUP  
OF  
COLORADO STATE UNIVERSITY  
ORGANIZATION STUDY

## FINDINGS

1. Colorado State University is a relatively "young" university and has not developed many long-standing traditions, such as is the case with longer-established universities. At the same time, Colorado State University has become established in areas of applied science and professional education, based upon its land grant traditions. It has also developed by providing a liberal education in a variety of areas. While some content of the idea of a comprehensive university has and will continue to develop for Colorado State University, it is believed that its major emphases will remain within the applied fields.

Consideration of these perspectives suggests that adaptations for effective delivery of undergraduate education are achievable, without the same impact upon the university as might occur for more tradition-based universities. At the same time, note is made of a statement by the Undergraduate Instruction Committee of the Faculty Council, indicating a concern about the ability of the organization as it presently exists to effect desirable changes, as such changes are initiated by this committee.

2. The Task Group concludes from its studies that the objectives of undergraduate education are not clear or, at least, are not commonly understood and accepted by all faculty. However,

continuing re-examination of undergraduate education by faculty and students is considered appropriate.

3. Based upon the questionnaire\* responses, a communication from the Faculty Council Committee on Undergraduate Instruction, and its own studies, the Task Group developed specific concerns about overall University administration. Too much administration of the activities of the University is one principal concern. Another principal concern is with too much "line" or "chain-of-command" administration, much of which should be "staff" or "advisory/counsel" functions. These concerns lead to a conclusion that the University has too many levels of organization.
4. In particular, the Task Group concludes that the college level of organization, originally adopted for administrative convenience, has developed to the point of interference with faculty performance. The college structure has resulted in parochialism and competitiveness among colleges, reinforced by size disparities and budgetary manipulations. In some cases, lack of college-wide missions is noted. It is the belief of the Task Group that colleges have, too often, inhibited departmental functioning and development. At the same time, the Task Group noted that there is satisfaction with college organization in some segments of the University community.

\*Organization Study Questionnaire distributed to general faculty in May, 1972.

5. The Task Group finds that departments have proliferated on campus. The result has been many departments which are too small to function effectively. Frequently, colleges have become involved in administration which properly belongs with departments.
6. The preceding findings are reinforced by indications, from the questionnaire and the Task Group studies, that communications between faculty and administration are inadequate, and that faculty participation in determination of general academic policies is unsatisfactory while faculty participation in departmental affairs is satisfactory.
7. The Task Group finds a lack of organizational and administrative arrangements which permit and encourage lateral relationships among the faculty. In particular, according to the questionnaire, the faculty feels that the present organization does not facilitate multidisciplinary teaching.
8. The Task Group observes that certain administrative units of the University, such as the offices of Cultural Development, Instructional Development, and Educational Media have budgets which affect undergraduate instructional policy but operate more or less independently of faculty and departments. The point involved is that such units are able to control programs by virtue of budget control.

9. The Task Group recognizes the lack of staff expertise in areas such as curriculum planning, faculty personnel matters (including recruiting), management education, academic planning and budgeting.
10. The Task Group takes notice of the results of an extensive survey\* conducted by the Carnegie Commission on Higher Education which indicated overall student satisfaction with present university experiences in undergraduate education. In identifying this overall perspective, the Task Group does not mean to imply that improvements are impossible, nor that there are not valid dissatisfactions among students with some aspects of the undergraduate delivery system. Rather, the citation is to indicate that this University, as identified with all universities within the study, starts from a base of student satisfaction with undergraduate education.
11. Student dissatisfactions, noted in the same Carnegie report, included dissatisfaction with opportunities for personal contacts with faculty. This finding is supported by the information available to the Task Group. The feelings of the students on campus indicate that there should be more opportunity for personal contacts with faculty members.

\*Reported in Reform on Campus: Changing Students, Changing Academic Programs, A Report and Recommendation by The Carnegie Commission on Higher Education, June, 1972, pp. 9-12 and Appendix A (Published by McGraw Hill, New York).

12. There have been clear indications in the past, coupled with specific statements from Officers of the ASCSU to the Task Group, that students are very much concerned about participation in undergraduate education determinations. The activity already underway with respect to professor and course evaluation is one manifestation of this concern. Indications are that students want to participate in curricular discussions, development of grading systems, and other aspects of undergraduate education.
13. There are also indications that students are interested in opportunities for more flexibility in program planning while at the University. Although "relevance" is part of this finding, it also involves issues of general education and the opportunity for students to plan individual programs of various intellectual content. At the same time, students are generally interested in pursuing career-oriented programs while at the University. Professors share, at least in part, the view about more generality with respect to educational opportunities.
14. The findings of the Task Group relative to advising and counseling are as follows:
  - A. A belief that the Office of Academic Advising provides useful information to students about University practices, procedures, and regulations and serves in an ombudsman capacity for students.

- B. A belief that the information furnished to faculty by the Office of Academic Advising is not useful.
  - C. A concern that some faculty members are poor advisers-- a fact perhaps related to the low value placed on advising in the evaluation of faculty performance.
  - D. A belief on the part of professors that the routine of program advising--particularly as it relates to registration and program validation--occupies too much of the faculty's advising time.
  - E. A belief by both students and professors that career advising should be stressed and that this is a proper role for the faculty to assume. Students want more publicity about and utilization of vocational aptitude testing early in the college career.
15. The Task Group concludes that student evaluation of faculty performance has been accorded disproportionate administrative attention and given undue importance. As indicated by the questionnaire, faculty consider colleague and departmental evaluation, explicit performance factors, and self-evaluation more important than student evaluations. The Task Group noted, at the same time, the desirability of interested students being able to know the results of departmental evaluations.

16. The Task Group investigated the current efforts with respect to "testing out" of courses on campus through equivalency examinations and the broader aspects of credit by examination as they are evolving nationwide. The Task Group notes that the program at CSU, as presently structured, is perhaps too narrowly conceived since it primarily emphasizes credit by examination for specific courses at the University. The concern is with the real possibility that students entering the University may have evolved equivalent understanding of course areas, through library study, through work experiences, and even through private reading programs. Other means of testing out of a given course, such as a professor and/or a board giving an oral examination or the writing of a comprehensive paper in the area, need emphasis. Also, validation of testing out procedures requires attention. The Task Group found that responsibilities for implementing credit-by-examination programs are dispersed through several university offices, resulting in a lack of coordination, duplication of effort, inconsistencies, and confusion.
17. The Task Group notes that the library is treated as though it were some aspect of administrative services, rather than being in the mainstream of instructional programs of the University. In addition, the Task Group notes that the funding for library activities has been deficient in the past.

18. The Task Group found considerable activity in experience-oriented learning on campus, and indications that some areas of the University are considering expansion of such activities (including internships).
19. The Task Group recognizes that the University has formally abandoned the concept of "in loco parentis." The Task Group finds that the University is not utilizing all appropriate resources for an integrated learning atmosphere for undergraduate students. In particular, various student activities can be viewed as a part of the total learning environment. Reference is made to such areas as the student housing arrangements (not the physical arrangement so much as the learning opportunities available through such physical arrangements), counseling, and health services.
20. Statistics from the Office of Student Relations for recent quarters indicate that approximately 4 percent of the student body withdraws from the University during the academic year, whereas slightly more than 5 percent of the student body is dismissed for academic deficiency during the year. Student withdrawals and student dismissals exist at each level of academic classification (freshman, sophomore, etc.); however, the greatest number in both categories is in the freshman group. The Task Group finds that problems of initial orientation and, particularly, academic and career counseling opportunities during the freshman year may very well be contributory to such experiences.

21. The Task Group finds a substantial number of changes in major field selections on the part of students. In fact, for a recent academic year, approximately 25 percent of the total student body was involved in change-of-major actions. Included were students at each level of academic classification. Of all the changes in majors, however, nearly 50 percent of them occurred during the freshman year. It is believed that the selection of major at admittance contributes significantly to so many changes in major. In the questionnaire, the faculty indicated its strong opposition to the required selection of major at the time of admittance. The Task Group finds that the frequency of changes in major is related to the quality of counseling and advising.
22. The Task Group notes that some programs for culturally and educationally disadvantaged students have been developed, but finds that some students who have learning deficiencies are not serviced by such programs.

## RECOMMENDATIONS

1. The Task Group believes that a reduction in the number of administrators in the University is indicated, and recommends that this be accomplished by simplification of the organization through structural changes.
2. The Task Group believes that such simplification is best accomplished by elimination of a level of administration, through a "flat" organizational form as represented in Appendix A. The flat organization recommended lends itself admirably to the concepts of "matrix" organization; therefore, the Task Group recommends the use of this matrix form. The matrix, represented in Appendix B, permits organizational flexibility through desired horizontal relationships, in addition to the basic vertical relationships set forth in Appendix A. Projects or programs can be ongoing or temporary. The administrators involved, who can have multiple duties, are primarily concerned with coordination of some or all departments with respect to established policies. However, as illustrated by Type C in Appendix B, a project or program can become functional when appropriate.

The Task Group envisioned that coordination by project administrators would be necessary for specific programs, once the re-structured departments are established ( a particular area

discussed by the Task Group was Veterinary Medicine).

3. The Task Group recommends that present academic departments be re-structured and combined into larger departments consisting of approximately 30 to 50 faculty members. The resulting organizational changes will improve the overall operations of the University, permit more effective departmental self-governance by use of supporting administrative and clerical assistance, and facilitate the educational process.
4. Recommended criteria for evolving the larger academic departments are functions, traditions, relationships, and numbers. Representative consolidations, based on these criteria, are shown in Appendix C. It is further recommended that the Academic Vice President initiate promptly, in consultation with departmental faculty involved, actions to bring about consolidations based on these criteria.
5. The advantages for faculty in the consolidated departments include reducing the levels of organization and providing for effective departmental administration. The latter will be accomplished principally by separating the departmental managerial activities, to be performed by the Chairman or Head, from the myriad of administrative-clerical activities to be performed by one or more administrative assistants and clerical staff. This is amplified in Appendix D.

6. The utilization of staff specialists reporting to the Academic Vice President is recommended, in numbers to be determined through experience, both to supply expertise in various areas important to the organization and to facilitate the functioning of the recommended organizational structure. Each specialist, reporting to the Academic Vice President, will be responsible for continual monitoring of his area(s) of expertise and for advice and counsel to the Academic Vice President and other line administrators.
7. The Task Group recommends that neither staff specialists nor project administrators have budgets beyond that necessary to carry out the administrative activities to which they are assigned, except for specifically established Type C (Appendix B) situations. The concern here is that academic programs generally will be budgeted for and performed within the academic departments.
8. The Task Group believes that the foregoing recommendations need to be considered together, to appreciate the full impact of the changes suggested. It should be noted that the academic organization replicates the departmental organization, and both of them represent a simplification of administrative functions. These organizational arrangements will encourage and facilitate lateral relationships and multidisciplinary activities for faculty, both through simplification of structure and the specific utilization of the matrix form. Major advantages of the recommended changes are set forth in Appendix E.

9. The Task Group recommends that a University College be established as a program unit (Type A, Appendix B) to provide (a) university orientation to academic disciplines, (b) general curriculum as defined in Appendix F, (c) an administrative unit for undecided majors, (d) special assistance which is available to all students, and (e) an administrative unit for experimental and innovative learning techniques.
10. The Task Group recommends that the administration and faculty give particular attention to experimental approaches to instruction, for the improvement of undergraduate education. It is believed that interested students should be involved, as appropriate, in both planning and functioning during such developments. Several project possibilities are contained in Appendix G.
11. The Task Group recommends that the library be integrated into the mainstream of academic affairs, as a program unit (Type A, Appendix B), with the Librarian reporting to the Academic Vice President.
12. It is recommended that the academic departments be encouraged to work with and develop a more active participation by members of the library faculty in the academic programs. Librarians, for example, could participate by handling special library sessions for ongoing classes and could, in cooperation with the professor, undertake coordination supervision of directed library studies as appropriate.

13. The Task Group makes the following recommendations with respect to advising and counseling:
- A. Provisions should be made within the University College for student information and assistance, included with general activities for student orientation. Help would be provided to students with respect to University regulations, procedures, services, and the like.
  - B. Faculty functions
    1. discuss career possibilities with students.
    2. advise students about overall college program.
    3. advise students about specific courses.
    4. advise students about departmental requirements.
    5. provide regular hours for advising.
  - C. Departmental functions (administrative assistant)
    1. preregistration.
    2. check progress of majors once a year--report to student and advisor.
    3. do senior checks.
14. The Task Group recommends that registration procedures be revised to eliminate the need for approval of registration forms.
15. The Task Group recommends that those aspects of credit by examination or "testing out" which involve formulation and/or validation of tests plus the evaluation of competency of those being tested be the

responsibility of faculty and academic departments. It is also recommended that a project administrator be charged with responsibility to communicate, coordinate, and facilitate University activities in this area. Specific responsibilities of this central activity would include:

- A. Serve as a central source of information about credit by examination for students, faculty, and administration.
  - B. Coordinate the administration and scoring of examinations and other evaluative instruments and procedures.
  - C. Develop processes to validate evaluation procedures and to determine course equivalents.
  - D. Aid the faculty in design and preparation of evaluation instruments.
  - E. Administer CLEP and other extramural examinations which the faculty has determined to be equivalent to CSU courses.
  - F. Determine actual costs of the programs, with the objective of making the program "pay its own way" while keeping costs low enough to attract students to use the service, and of making it financially desirable for departments to support the program.
16. It is recommended that the experience-oriented learning be given more significant consideration and integrated into the departmental approaches to academic programming.

17. The Task Group recommends that the administration initiate activities, with appropriate inputs from faculty and academic departments, to provide more balanced and equitable procedures for faculty evaluation. In particular, colleague evaluation, departmental evaluation, explicit performance factors, and self-evaluation should be properly weighted with student evaluation in the procedures for faculty evaluation.
18. It is recommended that each academic administrator be reviewed and evaluated every five years by the academic faculty through a representative, elected committee of faculty (excluding administrators) and students of the units involved.

## POSTSCRIPT

The majority believes that actions should be initiated to implement the matrix organization as recommended. However, if there are insurmountable impediments to prompt implementation, it is recommended that two, or at most three, divisions be created as an interim change in transition to the full matrix organization. The limited number of divisions will permit significant experimentation with matrix operations within the divisions.

G. Jack Gravlee  
G. J. Gravlee

Kenneth J. Klopfenstein  
K. Klopfenstein

Barbara Aro  
Barbara Aro

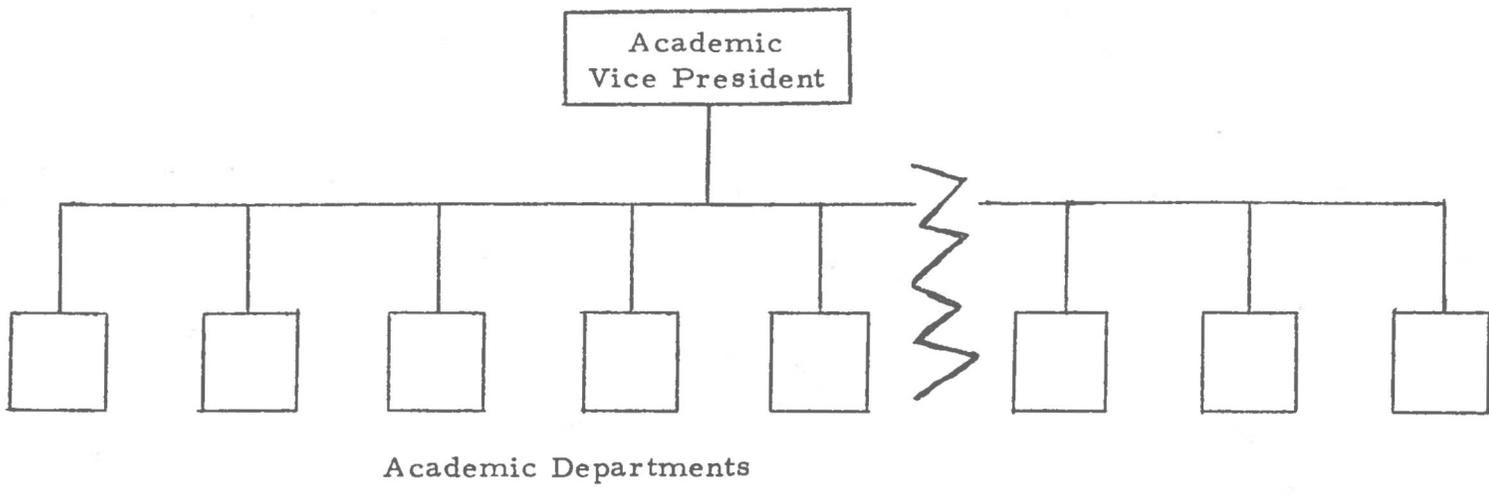
Paul A. Wykstra  
Ronald Wykstra

Douglas A. Benton  
Douglas Benton

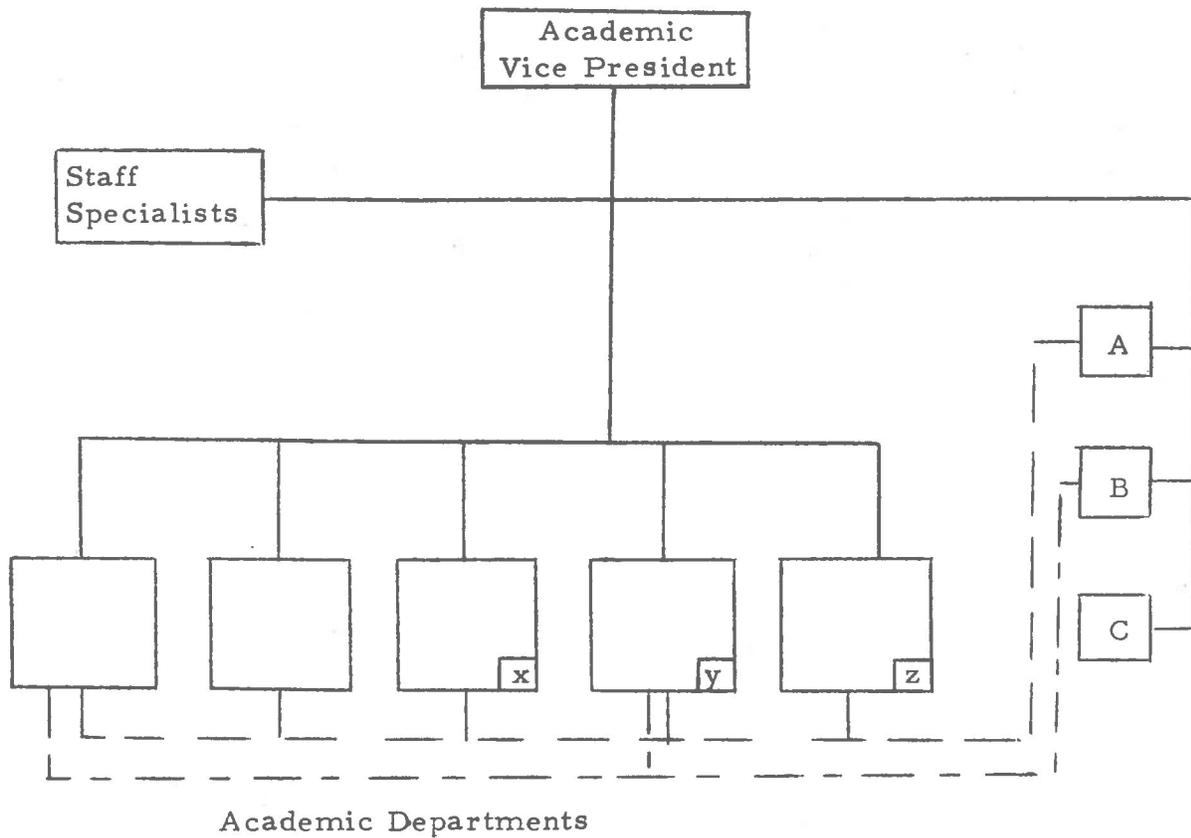
Christine Bradley  
Christine Bradley

Susan W. Furniss  
Susan Furniss

R. L. Wiggins  
Ronald L. Wiggins

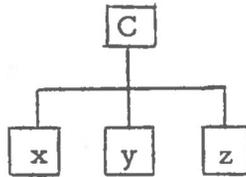


## Appendix B



1. A, B, and C represent project or program administrators.
2. Program A represents an ongoing program affecting all departments, Project B represents a temporary activity involving only some departments.
3. For a given project or program, with an established budget for a designated time period, a project administrator could arrange to "buy" the time of certain faculty (designated "x", "y", and "z")

within the departments) to carry out the project. In such circumstances, the relationships during the period of the project would be as follows:

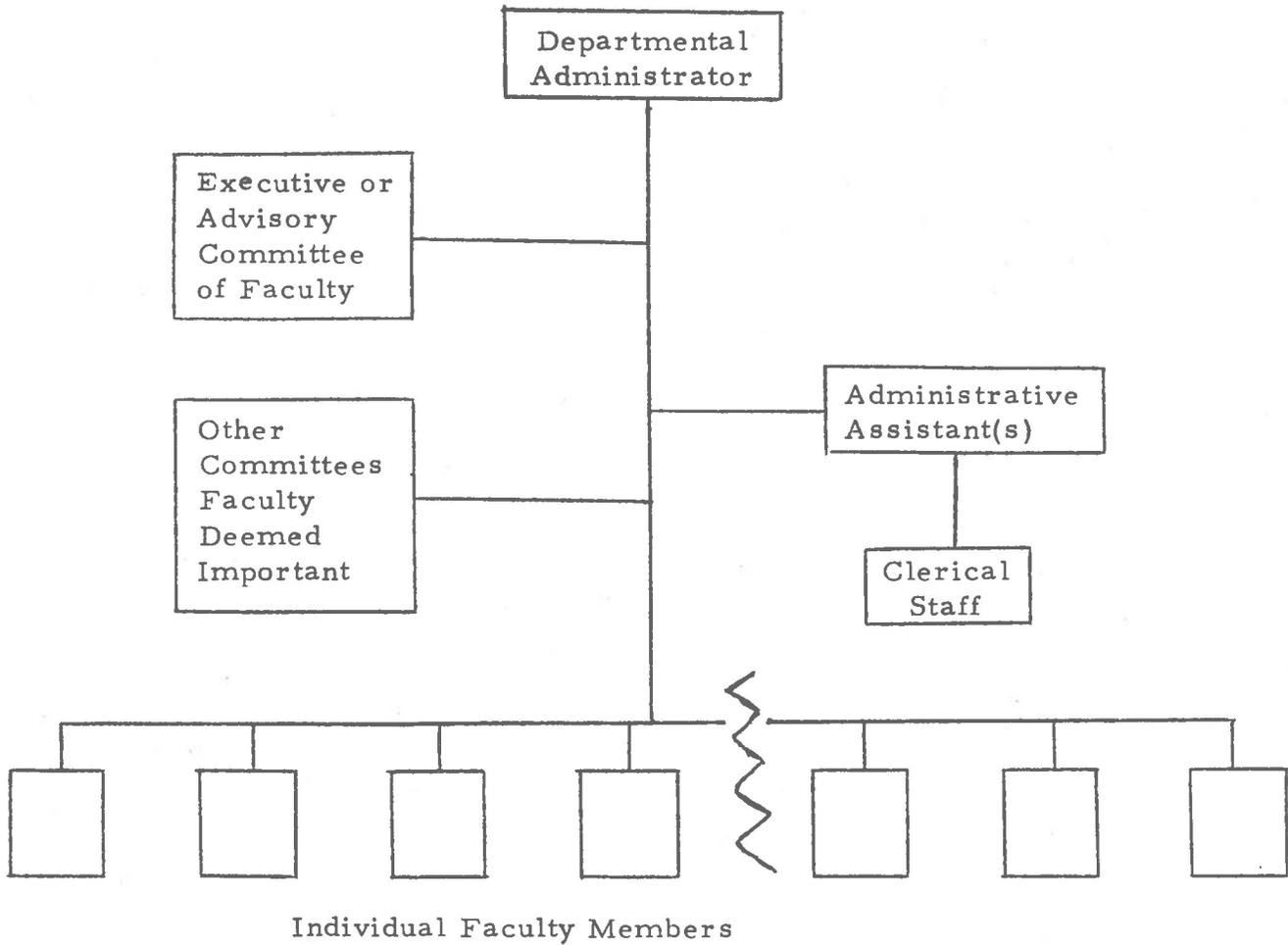


## Appendix C

<u>ACADEMIC AREAS</u>	<u>APPROX. FAC. SIZE</u>
Agronomy and Range Sciences	48
Animal Sciences and Clinical Sciences	58
Horticulture, Botany, Plant Pathology	57
Business	53
Agricultural Engineering, Electrical Engineering, Mechanical Engineering	49
Civil Engineering	51
Atmospheric Science, Physics	32
Forest & Wood Sciences, Recreation Resources, Watershed Science, Geology	42
Food Science, Consumer Science, Textiles	46
Child Development, Education	43
Occupational Therapy, Physical Education	42
Mathematics	36
Computer Science and Statistics	25
Economics (incl. Geography), Political Science	53
English Literature (less Composition), Foreign Languages	47
Psychology, Hearing & Speech Science	47
History, Philosophy	41
Industrial Sciences, Vocational Education	38
Speech, Technical Journalism, English Composition	49

<u>ACADEMIC AREAS</u>	<u>APPROX. FAC. SIZE</u>
Art, Music, Theatre Arts	51
Sociology, Anthropology	41
Chemistry, Biochemistry	40
Fisheries, Wildlife Biology, Zoology, Entomology	46
Anatomy, Radiology, Physiology	42
Microbiology, Pathology	41

## Appendix D



1. Departmental Administrator can be elected Chairman or, at the option of departmental faculty with concurrence of the Academic Vice President, a "permanent" Head.
2. Departmental Administrator consults with Academic Vice President, and staff specialists, about departmental affairs, with other departmental administrators about inter-departmental affairs, and with individual and/or groups of faculty members about key issues involving faculty activities (management-by-objectives, for example).

3. Executive or advisory committee, if existent, advises Administrator and faculty about major issues within the department.
4. Other committees may be "ad hoc" or standing, as faculty determines.
5. The myriad of administrative details about departmental operations will be handled by the administrative assistant, directly with faculty under general supervision of the administrator.
6. The administrative assistant will supervise the clerical staff which will be, of course, available to handle the requirements of the faculty within the department.

## Appendix E

## MAJOR ADVANTAGES

1. Facilitates concentration by faculty on teaching.
2. Facilitates multidisciplinary activities.
3. Places each departmental unit responsible for academic endeavors in direct communication with the Academic Vice President.
4. Provides increased faculty flexibility.
5. Eliminates an entire organizational level.
6. Reverses the tendency to multiply departmental units.
7. Places specialists in full-time positions as needed.
8. Provides a more direct and effective decision-making process.
9. Provides increased administration flexibility.

## Appendix F

## UNIVERSITY COLLEGE

The University College should provide a curriculum for the first year to include (1) communicative skills, (2) quantitative methods, (3) humanities, (4) social sciences, (5) life sciences, and (6) physical sciences. These areas would constitute about two-thirds of the first-year curriculum. The other one-third of the first-year curriculum would be free electives, intended to assist students in sampling courses in all disciplines, including orientation to the professions.

The University College would provide an academic environment encouraging innovative teaching. The primary responsibility of the faculty and the University College should be to achieve excellence in teaching.

Before faculty can teach in the University College, they should have proven abilities in teaching and communicative skills, and significant recognition in their discipline. This means that prestige similar to that provided to the graduate faculty should be attached to faculty teaching in the University College. Incentives should be provided for outstanding faculty to teach in the University College.

Ideally, the University College should have common facilities for classrooms and the offices of faculty to successfully accomplish the intent of the recommendations.

## Appendix G

## POSSIBLE PROJECTS IN INSTRUCTIONAL INNOVATION

1. The use of a team of five or more faculty members, drawn from different academic areas, to carry a large number of students through an entire year of instruction.
2. Personalized System of Instruction (PSI) is a new instructional system which emphasizes self-paced, mastery-oriented learning, with undergraduate tutors. As an alternative to the traditional lecture-recitation method of teaching, it permits students to progress at different rates most suitable to themselves and gives the instructor much better and more timely information about the progress of each student.

The principal feature of PSI is that each student works primarily by himself from carefully written study guides for each unit of work. The guides state specific objectives, and suggest ways of accomplishing them.

The student can get assistance from his undergraduate tutor, an advanced student who volunteers to be available at regular hours to serve several other students. The instructor is also available for tutoring, but his main function is to prepare study guides, design mastery tests, and give occasional lectures.

3. Student-led discussion groups have been used as the principal mode of instruction in various courses at several schools. Under this system, lectures are replaced by discussion groups consisting of 6 to 15 students, and led by a student, usually a member of the class.\*
4. Course material could be organized in short blocks, or modules, and the learning resources organized so the student can progress through the course at his own rate. (PSI, mentioned in 2, is one way to do this, but others can be developed.) Award credit at the end of the term, on the basis of the quantity of material covered. Award a grade on the basis of the quality of the work.
5. Computer-managed instruction, where the material is presented at an interactive computer terminal and the sequencing of the presentation managed by the computer, is being investigated (both hardware and software) in the Electrical Engineering Department. Broader applications could be implemented.
6. Multi-media presentation of materials, using audio-visual devices, is especially effective for some subjects. Arapahoe Junior College has developed an effective multi-media presentation of some poetry topics as part of a basic English course.

\*A related experience is reported in Student Task Groups: An Experiment in Interdisciplinary Education by Harry Weiner, published by Alfred P. Sloan Foundation, New York City.

## MINORITY REPORT

## UNDERGRADUATE EDUCATION TASK GROUP

The Undergraduate Education Task Group has proposed a matrix organization consisting of 24 units. Each unit would be administered by an elected Departmental Administrator or at the option of the faculty and in concurrence with the Academic Vice-President, by a "permanent" head. Under the terms of the proposal, each Departmental Administrator would report directly to the Academic Vice-President.

We, the undersigned, members of the Undergraduate Education Task Group, do not feel that the matrix organization, as outlined in the majority report, is for the present time, a suitable form of administrative structure for Colorado State University. Therefore, we are submitting this proposal as an alternative to a fully integrated matrix organization for the following reasons:

1. We believe that the Academic Vice-President will not be able to effectively communicate on a sound managerial and administrative basis with 25 Departmental Administrators. We fear that the dean's level of administration would be effectively replaced by the professional administrative assistants and clerical staff having decision-making power which could adversely affect the quality of the instructional and educational programs at Colorado State University, especially in regards to undergraduate education. This would, in fact, prevent the accomplishment of the goals that the reorganization study has set to correct and inhibit opportunities for curriculum improvement at all levels.

2. We believe that the matrix organization, which possibly could be an ideal University administrative structure, needs to be tested on a reduced scale before implementation on a University-wide basis.

3. We believe that the present departmental alignments into 8 colleges can be more successfully altered, with less drastic departure from traditional structures and at the same time enhance the accomplishment of the University missions. We also believe that the College level of administration must be maintained for the present time. Nevertheless, we recognize the fact that a major realignment and condensation of the existing departments is essential.

4. We disagree with the majority view that the matrix organization is, for now, a practical and viable solution to the many problems facing this University, but we would like to emphasize that we are in full agreement with the findings reported. We also strongly support the other recommendations

made by this Task Group and believe that most of them can be accommodated within the University structure that we are proposing.

Therefore, as an alternative to immediate implementation of the matrix organization, we propose, for your consideration, the following organizational changes as an intermediate step that could lead toward a fully integrated matrix organization for this university.

#### RECOMMENDATIONS

1. To achieve the goals of the reorganization study we propose a condensation of the present eight colleges into five major divisions with considerable realignment of the departments into larger units wherever possible. The best possible realignments of the departments within these larger divisions would be left to the faculty involved.

The major divisions would have as much parity as possible consistent with a common mission for each unit. Within each division the departments could possibly operate within a matrix organization because of common interest and the distinct advantages of this type of structure.

2. We recommend a decrease in the number of intermediate administrative offices and accounting functions. This could be accomplished by eliminating, wherever possible, the offices of associate and/or assistant deans. If done, substantial monetary savings for the University would result.

3. We strongly recommend a joining of some of the existing smaller departments thus creating a net decrease in the number of lower level administrators.

4. The proposed divisions would have a nearly equal size in regards to faculty members. We feel that the inequality presently existing among the colleges represents a real problem at C.S.U. The small colleges tend to be distrustful of the philosophy and acquisitional nature of the larger colleges. While they in turn feel that the small colleges often receive benefits in undue proportion.

5. The new realignment of existing departments into 5 large divisions or centers could greatly stimulate multi-disciplinary teaching and enhance the development of areas of excellence in research, within an organizational structure that is realistic and practical.

6. If the matrix organization is adopted by the faculty of the larger divisions and is proven effective and conducive to good and sound university administration, then a second step in this direction could be taken after thorough evaluation of its benefits.

7. On the other hand, if the recombination into 5 major divisions proves to be ineffective as a university organization because of the size of the units it would be possible with minimum reorganizational problems to re-divide these units into 10 or 12 smaller colleges. This is possible because in the realignment of the departments proposed in Table I, an effort was made to regroup the departments according to areas of common interest.

8. Each division would be headed by a director or dean directly responsible to the Academic Vice-President. The director or dean would be assisted in his function by appropriate administrative professional staff and by an executive or advisory committee of the faculty.

9. We recommend that the operation of the office of the dean or director be reviewed every three years alternately by the department heads or chairmen and a faculty-student committee. The evaluation conducted by the department heads or chairmen would be confidential and the report will be submitted to the Academic Vice-President. If serious concerns are expressed in the report to the Vice-President, an in-depth review of the office of the dean or director by a faculty-student committee will be immediately instituted by the Academic Vice-President, who will retain the final decision-making authority.

It is intended that the faculty-student review to be conducted every six years would include, in addition to an evaluation of the accomplishments of the dean's office, an equally important in-depth study of the division accomplishments in regards to programs and missions and make appropriate recommendations.

10. We propose that the function of the office of the Academic Vice-President be reviewed by the deans or directors of the divisions every five years. The report will be transmitted to the President of the University who will have the final decision-making authority.

11. The function of the department heads or chairmen will be reviewed every five years by a faculty-student committee of the department involved. The report will be transmitted to the dean or director of the division who will have the final decision-making authority.

DIVISION OF HUMANITIES AND SOCIAL SCIENCES:

Departments	Approximate Faculty Number
Political Science	16
Sociology & Anthropology	35
Music	14
Speech & Theater Arts	12
English	46
Foreign Languages	22
Art	29
History	22
Philosophy	18
Economics	31
TOTAL	<u>245</u>

DIVISION OF ENGINEERING AND PHYSICAL SCIENCES:

Departments	Approximate Faculty Number
Agricultural Engineering	12
Atmospheric Sciences	11
Civil Engineering	44
Electrical Engineering	18
Mechanical Engineering	21
Chemistry	27
Physics	17
Mathematics & Computer Sciences	38
Statistics	12
Geology	9
TOTAL	<u>209</u>

DIVISION OF NATURAL RESOURCES & AGRICULTURE:

Departments	Approximate Faculty Number
Agronomy	12
Horticulture	16
Fisheries & Wildlife Biology	19
Forest, Wood, & Watershed Sciences	13
Recreation Resources	6
Botany & Plant Pathology	25
Animal & Range Sciences	38
TOTAL	<u>129</u>

DIVISION OF LIFE SCIENCES & VETERINARY MEDICINE:

Departments	Approximate Faculty Number
Physiology & Anatomy	33
Clinical Sciences & Radiology	29
Microbiology & Pathology	39
Biochemistry	11
Radiology & Radiation Biology	10
Zoology & Entomology	22
Human Nutrition & Food Science	16
O.T., Hearing & Speech Sciences	12
Psychology	35
TOTAL	<u>207</u>

DIVISION OF BUSINESS-CONSUMER AND EDUCATION-INDUSTRIAL SCIENCES:

Departments	Approximate Faculty Number
Textiles and Clothing	14
Consumer Sciences & Housing	10
Accounting & Business Law with Finance and Real Estate	21
Management and Marketing	21
Administrative Office Management & Teacher Education with Management Science and Information Systems	15
Technical Journalism	10
Vocational Education	15
Industrial Sciences	13
Education	33
Physical Education	29
Child Development & Family Relationship	8
R.O.T.C.	18
TOTAL	<u>207</u>

The purpose of this proposal is to suggest an alternative organizational university structure to the immediate implementation of a matrix organization.

The five major divisions proposed have as much parity as possible consistent with a common mission for each unit. Within the divisions it is hoped that the departmental units will operate in a matrix organization because of common interests.

This organizational structure will facilitate interaction between departments in different divisions and concentration by faculty on teaching and research. We believe that innovations in teaching techniques and curriculum presentation will be greatly enhanced within the divisions and multi-disciplinary research greatly stimulated.

In the organizational structure, outlined in Table I, we have proposed a few examples of possible departmental combination because they appeared to us as areas of common interest and can serve as examples of other possible combinations. To propose realistic departmental combinations considerable intimate knowledge about the workings and missions of all departments is required. This knowledge we do not have. We feel that the combination of the departments will be best accomplished by the faculty itself, both at the level of the divisional and departmental realignments. We share the majority view that departmental reorganization is, in some cases, highly desirable.

We believe that whatever organizational changes are made it should include a mechanism for periodic review of the organizational structure of the university in relation to function and missions. Our proposal has the advantage of being highly flexible and adaptable to structural changes with minimum disruption of the university activities and minimum trauma to the faculty and the student body it serves.

Therefore, we recommend that a single task force composed of only three members to be appointed by the Academic Vice-President in the very near future, to prepare a plan and preside over college-departmental alignments consistent with the goals outlined in this report.

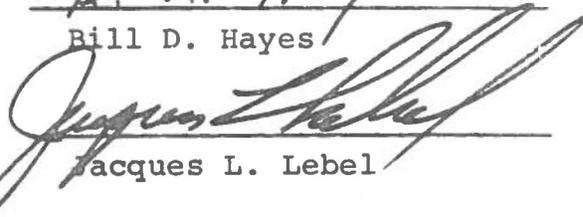
Respectfully submitted,



G. Richard Jansen



Bill D. Hayes



Jacques L. Lebel

PART III. FINAL RECOMMENDATIONS OF THE EXECUTIVE COMMITTEE  
OF THE ORGANIZATION STUDY

The reports of the four Task Groups of the Organization Study have been reproduced verbatim as Part II of this report. In addition to the official "majority" and "minority" reports shown in Part II, several memoranda and position papers were received by the Executive Committee from individuals who were not members of the various Task Groups. Although these unofficial communications were carefully reviewed by the Executive Committee, they have not been included as part of this report because of their unofficial nature. All minority reports submitted through defined channels, however, have been reproduced here and were considered by the Executive Committee in its final deliberations.

As was indicated in Part I of this report, the Executive Committee selected both the Study Director and the Task Groups, and charged them with making specific recommendations regarding the academic and research organization of Colorado State University. These individuals worked diligently for more than eighteen months in fulfilling their mission. In some instances, the Task Groups met for at least two hours per week for more than a year. The importance of the contribution of these individuals, far beyond the call of duty, cannot be over-emphasized. The Organization Study of Colorado State University undoubtedly ranks as one of the most extensive efforts to achieve faculty participation in academic and research organization considerations ever attempted. It is for this reason that each majority and minority report has been included as part of the final report of the Study.

Following receipt of the Task Group reports, the Executive Committee was faced with the job of analyzing the four reports and reconciling differences among them as well as evaluating the practicality of implementing the recommendations in them. To accomplish this assignment, the Executive Committee summarized the recommendations and then compared these with the Mission Statement and the faculty opinion survey results. Using all three sources of data as a base (reports, Mission Statement, and survey results) as well as the criteria mentioned in the original description of the Study, final recommendations were developed by the Executive Committee.

In most instances, the final recommendations of the Executive Committee were in agreement with the recommendations of the Task Groups. In a few instances, the Executive Committee reconciled differences among the Task Group recommendations which resulted from fractionation of the overall topic when a portion of it was assigned to each Task Group. In other instances, however, the Executive Committee disagreed with the Task Group concerned either on the content of the recommendations or the difficulty of implementing the recommendations. In such instances, the rationale upon which the final Executive Committee recommendation was based was defined and endorsed by a majority of this group. The analyses, rationale, and final recommendations of the Executive Committee constitute the final section of this report.

#### Summary of Task Group Reports

The recommendations of the four Task Groups are summarized herein, to facilitate the relation of the Task Group proposals to those of the Executive Committee. Summaries of the Task Group recommendations are shown in the order in which the Task Group reports were received. The full texts of the reports are found in Part II of this document.

The Continuing Education Task Group Report dealt with the relation of continuing education activities to other University activities. It stated that continuing education activities should be of equal importance to research and resident instruction activities, and should become part of the objectives of all academic units in the University. Continuing Education should have its own budget and its own administrative unit, under the Academic Vice President. Cooperative extension is part of continuing education, and the two programs should be integrated. Avocational aspects of continuing education are secondary to vocational aspects. Finally, continuing education programs and accomplishments should be better publicized.

The Graduate Education Task Group Report recommended that no change in the current organization for graduate education should be made within the present University organization. However, university-wide reorganization could enhance graduate education. Three different organizational arrays were suggested. They were (1) a "matrix" type organization with elimination of colleges, (2) a separation of graduate research activities from graduate course work, (3) a change in the number of colleges with concomitant realignment and combination of departments. The Task Group was unable to reach consensus on which would be the best arrangement. Whatever organizational scheme is implemented, it should be structured to facilitate and encourage interdisciplinary research.

The Research and Creativity Task Group Report dealt in detail with the administration and acquisition of research support, as well as the relation of research to instruction. It stated that since research and instruction are inseparable activities, one top administrator with appropriate staff should be responsible for both activities. It proposed that no formal centers for interdisciplinary research be formed. Instead, temporary research task groups

made up of the faculty members involved should be formed, and dissolved when the project is completed. The importance of unsponsored research activity should be emphasized, and salary increases should be based on a balanced consideration of teaching and creative activities. Research coordinators should be named to acquaint faculty with sources and procedures for acquisition of research sponsorship. An office to aid in the preparation and critical review of proposals should be formed. Accounting services to the principal investigator should be improved. Internal (departmental) administration of contracts and grants, and administrative barriers to interdisciplinary research should be decreased.

The Undergraduate Education Task Group Report made extensive and detailed proposals for University organizational change. It proposed to reduce the total number of administrators by abolishing the College structure and going to a "matrix" or "flat" organizational scheme, utilizing staff specialists and project administrators rather than College Deans. Departments would be reconstituted to contain from thirty to fifty members. A "University College" would be established as a program unit to provide a general curriculum for freshmen and undecided majors. This University College would have common classrooms and faculty offices, with the primary responsibility of the faculty involved to be excellence and innovation in instruction. Several procedural recommendations relating to student advising, credit by examination, and faculty and administrator evaluation and review also were contained in the report.

Both the Research and Creativity and the Undergraduate Education Task Groups submitted minority reports which suggested expansion or contraction of Colleges, and combination and realignment of departments, while maintaining the same general overall organization of the University, to facilitate both program and administrative objectives.

### Recommendations of the Executive Committee

Primary focus of the CSU Organization Study was on the academic and research organization of the institution. Only secondary consideration was given throughout the Study to central administrative organization. The Executive Committee was asked by the President, however, to suggest recommendations for a central administrative structure in the light of Task Group and Executive Committee recommendations and a review of the functions of central units as currently organized. The Executive Committee noted that additional study would be necessary for detailed central administrative reorganization, but agreed to suggest recommendations as requested by the President.

### Suggested Central Administration Organization

The organization and administration objective, as defined by the Mission of Colorado State University, is to provide optimum conditions for personnel to achieve their objectives, together with simplicity and flexibility to adapt to change. Of the Task Group reports, the two with recommendations specifically for a central organization structure are those on Continuing Education and Undergraduate Education, the former recommending a reduction in the number of administrators and possibly a "flat" organizational form. Regarding organizational structure, the faculty questionnaire was concerned with department and college organization rather than central organization. With the above considerations in mind, together with the desirability for locating together those functions of a similar nature, the structure shown in Fig. 3A is suggested by the Executive Committee.

SUGGESTED ORGANIZATION CHART  
FOR  
COLORADO STATE UNIVERSITY

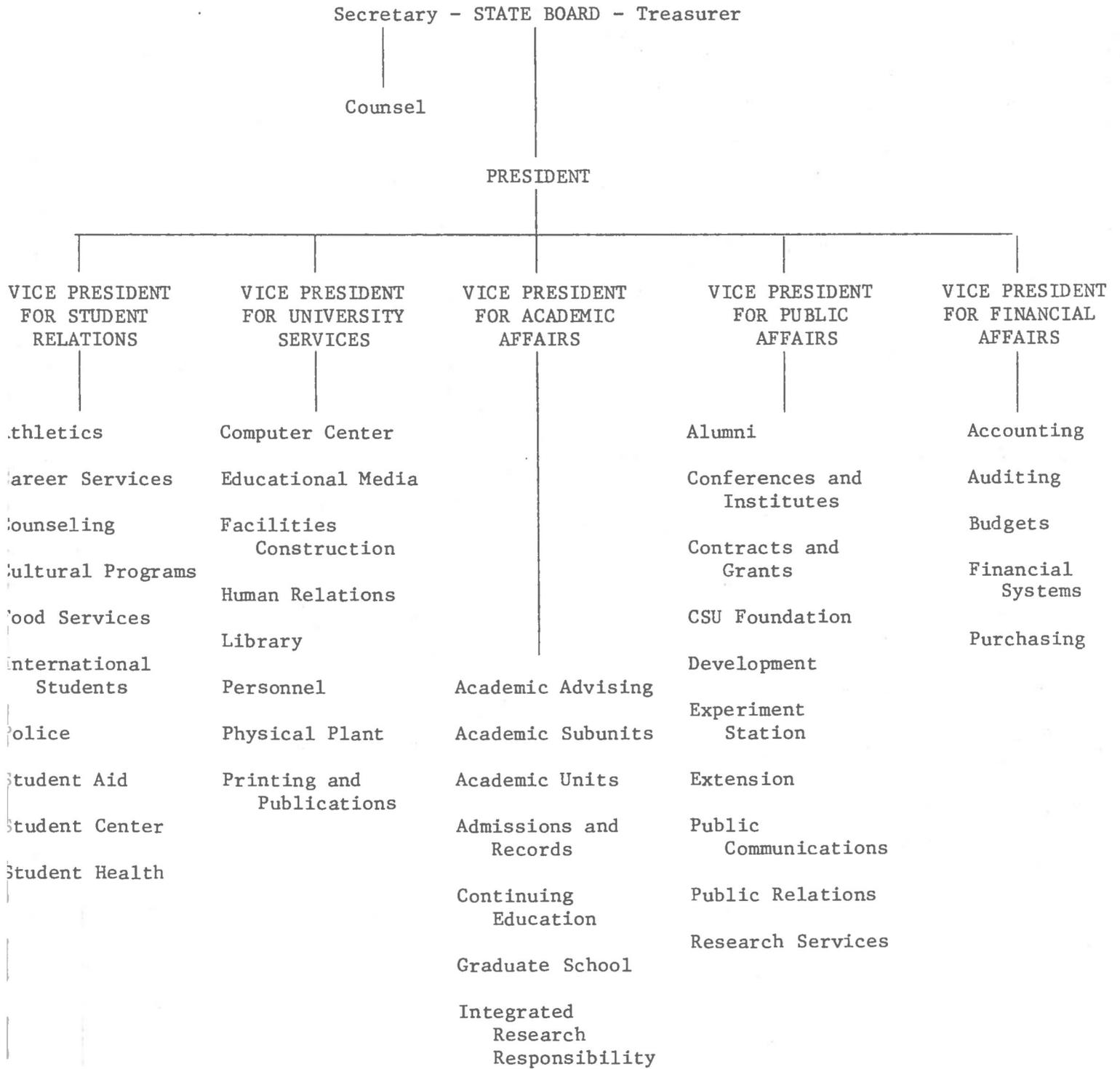


Fig. 3A

The only Task Group recommendations not in accord with this organization chart are the Continuing Education Task Group recommendations 8 and 9, suggesting that both Continuing Education and Cooperative Extension be placed under the Academic Vice President. Reasons for this are presented later.

Comparison of the suggested structure with the Colorado State University Organization Chart - January 1, 1973, indicates several major changes. By reducing the number of individuals reporting directly to the President, from seven to five, the system should be simpler and more flexible, in addition to probable savings in total cost. Justification for each of the five vice presidents is based on the need for a person with appreciable responsibility to lead and integrate each of the five groups of related functions.

Vice President for Academic Affairs. There was considerable discussion within the Executive Committee about the desirability of more than one vice president for academic affairs, e.g., a vice president of "arts and science" and a vice president for professional programs. Because of many considerations including simplicity, flexibility, and the need for the President to have one senior academic advisor to assist him in making judgments on the competing demands of all academic programs, it was agreed that there should be only one Vice President for Academic Affairs. Academic units and the Graduate School should report to the Vice President for Academic Affairs and, because of its close relationship to academic units and programs, the Office of Admissions and Records should report there also. There was discussion about the advisability of placing the Office of Academic Advising under the Vice President for Student Relations. However, for several reasons, including the present duplication of some information required by both the Office of Admissions and Records and the Office of Academic Advising, it was placed as shown. Similarly, there should be coordination

of research and, because the prime responsibility for research rests with individual faculty members, this is probably best achieved through the Vice President for Academic Affairs. Because of its concern for credit, Continuing Education was left with the Academic Vice President, but Conferences and Institutes was moved to the Office of the Vice President for Public Affairs.

Some consideration was given to combining the Office of the Dean of the Graduate School and the Office of the Director of the Experiment Station, but this concept was considered unacceptable by the majority of the Executive Committee because of dissimilarity of functions.

It will be noted that three units, Computer Center, Educational Media, and Library have been assigned to the Office of the Vice President for University Services. In addition, there was minority support within the Executive Committee for dividing the Computer Center into a) instructional-research, and b) administration, and assigning instructional computing, Educational Media, and Library to the Assistant Academic Vice President for Instructional Development, and administrative computing to the Vice President for University Services.

Vice President for Public Affairs. Toward the end of 1972, the President appointed an ad hoc Public Affairs Committee to make recommendations regarding the formulation of goals for the University's public affairs program and an appropriate organizational structure for the various public affairs endeavors, including the possibility of forming a permanent Public Affairs Council. It appeared that the public image of CSU was low and, partly due to this, the development funds dismally small. Also, several of the areas involved with public affairs each reported to different administrators. The Public Affairs Committee recommended strongly that a Vice President for Public Affairs be

appointed with a very high degree of responsibility. Fig. 3A reflects the importance of this position. Hence, nearly all areas directly in contact with the public or reflecting the public image, with the exception of Athletics, are placed under the Vice President for Public Affairs. Athletics was discussed at length, from aspects of both the public image and the philosophy of what an athletics program should be at Colorado State University. The consensus was that athletics should be a student program rather than a "box office" attraction. Reasons for this include the participation and funding of the athletics program by students. The Executive Committee is cognizant of the fact that there may be even stronger reasons for placing Athletics under the Vice President for Public Affairs. Also, there is a financial commitment of substantial magnitude, but this commitment will no doubt remain no matter where Athletics is placed in the organization chart. If Women's Intercollegiate Athletics is funded from student fees, it should be a unit under the Athletic Director. If funded from state funds, it should be under the Vice President for Academic Affairs.

Vice President for Student Relations. After careful consideration, it was decided that Cultural Programs and Police should report through this channel because they are both mainly student-oriented. Reporting to this Vice President appears logical for the other sections in this group, although arguments can be advanced for placing Food Services under the Vice President for University Services. Although the Office of International Education is shown reporting to the Vice President for Student Relations, definite support for retaining this office as a part of the Graduate School was noted. Whether the Office of International Education is oriented primarily toward student personnel or toward academic programs should be the major criterion for locating this function. If the orientation is student personnel, it should report to the Vice President for Student Relations; if academic, it should report to the Vice President for Academic Affairs.

Vice President for University Services. Under the Vice President for University Services are grouped those sections that have campus-wide connotation for faculty rather than students. One exception may be the Library, but the majority of the Executive Committee felt that the Library fits better here with the Computer Center and Educational Media rather than under the Vice President for Academic Affairs. Further study of the inter-relationship among these three units is warranted.

Vice President for Financial Affairs. It was the feeling of the Executive Committee that all financial affairs should be under the auspices of one office, rather than dividing this important function.

Members of the Executive Committee realize fully that each can be aware of only a small part of the consequential effects of the organization suggested, especially where changes have been made to the present structure. There may be compelling reasons for either minor or major revisions to the plan. However, the majority of the Executive Committee believes that the proposed organization is relatively simple and should give a high degree of flexibility, with ability to adapt to change. No recommendations about organization within the various vice presidential offices were made since it was assumed that staff organization should be left to the individual responsible for each area.

#### Academic College Structure

The Undergraduate Education Task Group submitted the only majority report (signed by eight members) recommending specific and detailed changes in organizational structure. This report calls for reduction in the number of university administrators, abolition of colleges by converting to a "matrix" design, fusion

of numerous departments resulting in approximately 24 to 30 units of 30 to 50 members each, utilization of staff specialists, operation of project administrators to lead separately funded endeavors independent of departmental control, and the establishment of a University College.

Minority reports of the Undergraduate Education Task Group (signed by three members) and the Research and Creative Activity Task Group (signed by one member) call for a retention of college structure with modifications; an appendix to the Graduate Education Task Group report offers three different organizational alternatives without expressing a preference.

Neither the Continuing Education Task Group nor the remaining members of the Task Groups listed above suggested specific organizational changes.

Recommendations of Executive Committee.

A. The following colleges should remain as presently constituted:

Agricultural Sciences, Business, Engineering, Forestry and Natural Resources, Home Economics, Natural Sciences, Veterinary Medicine and Biomedical Sciences.

B. The College of Humanities and Social Sciences should be divided to form two colleges as follows:

1. College of Humanities: Departments of Art, English, Foreign Languages, Music, Philosophy, Speech and Theatre Arts, Technical Journalism.

2. College of Social Sciences:

a. Departments of Economics, Hearing and Speech Science, History, Political Science, Sociology and Anthropology.

- b. A School of Professional Studies subordinate to and within the College of Social Sciences should be formed to include the Departments of Education, Industrial Sciences, Physical Education, Vocational Education.

Rationale and Justification. One recommendation of the Executive Committee includes the consolidation and reduction of university administration at the vice presidential level. In addressing potential alterations to structure, all Task Groups applaud any meaningful effort to simplify. One group recommends the elimination of an entire organizational level. However, the majority of the Executive Committee concluded that reductions in the number of central administration units probably would serve to reduce administrators more directly over a span of time. While other alterations could be forthcoming in the future, adjusting the central administration level and proceeding downward seems to assure more order and simplicity.

The majority of the Executive Committee concluded that the college structure should be retained not because of its impeccancy but because no persuasive case has been presented for its dissolution.

- (1) Colleges are needed to prevent excessive numbers of units reporting to one administrative officer. This circumstance is a real defect in one college as currently constituted. Thus, an administrative condition undesirable in one college should not be compounded by applying it across the total university structure.
- (2) It was not demonstrated that the elimination of colleges would produce economies in administrative costs or in numbers of personnel. Present

expenditures on college administration likely would be replaced by expenditures for additional assistants to the Academic Vice President, for the professional staff as proposed, for project administrators assigned to execute specific functions, and for additional departmental administrators.

- (3) The matrix offers a lateral "span of management" as opposed to a linear "chain of command" organizational concept. With the University's contemporary complexities, as partially reflected in the Mission Statement, it seems unwise to uproot and replace totally the present structure without demonstrating its inherent incapacity to execute effectively.
- (4) Without demonstrated inherent incapacity, any organizational change should produce minimal disruption of routine and necessary business. Matrix offers a most revolutionary alteration that could not be implemented simply and hastily.
- (5) Matrix implementation requires broad support and complete cooperation due to its extreme complexity. The Task Group recommending matrix was divided 8-3 in its recommendation, the Executive Committee was heavily opposed to its recommendation, informal reactions from many individuals throughout the university community reflected broad opposition. It was felt that sufficient opposition exists to make the implementation of the matrix concept unacceptable at this time.
- (6) With the reduction in central administrators at the vice presidential level, college deans will have increased responsibilities in research and instructional activities. The Executive Committee recommends that these responsibilities be passed on to departmental chairmen.

Faculty accessibility to their respective chairman and dean should be stronger than the availability of the Academic Vice President in the matrix.

- (7) It seems advisable to cluster similar units for the sharing of facilities, particularly in the professional colleges. As examples, Engineering, Veterinary Medicine, and Forestry units within each respective college often share stationary and mobile equipment, shops, non-academic staff, and similar support means. To fragment such colleges potentially would confound these efforts by encouraging unnecessary economic rivalry and duplication.
- (8) Size is viewed as symptomatic of potential problems rather than causal. Therefore, the Executive Committee does not establish numerical minima and maxima for total faculty and departmental populations within the college structure. Concepts of two large colleges, four to five colleges, ten to twelve colleges, or no colleges at all did not appear to be viable when cast disproportionately on numerical foundations.
- (9) Unity of interests, as reflected in the mission of each college, is a fundamental organizational concept. A college can be small and yet quite viable as a unit when justified in mission. Conversely, a large college organizationally is indefensible if lacking in specific goals due to disparate interests and competences. This rationale led to the recommendation for dividing Humanities and Social Sciences into two colleges with a School of Professional Studies within Social Sciences. Perhaps further division in the future may be necessary as reflected by unified interests. Nevertheless, the Executive Committee

recommends that academic competence, expertise, unity of interests, and commonality of mission constitute sounder organizational bases than numerical minima and maxima.

- (10) "School," a new structural division within academic colleges, is recommended in order to identify clusters of interests within a college. The education of teachers is a unique function that constitutes a major program on the CSU campus. Accrediting agencies are continuously critical of the departmental level as the highest identity of this function. The Executive Committee heartily endorses the current policy of teacher education candidates at the undergraduate level majoring in a specific subject-matter department and pursuing only certification courses in education. Because these subject-matter competences transcend most of the university community, the Executive Committee opposes the formation of a College of Education as if students should devote most of their academic attention to that College. Solving the identity crisis plus keeping undergraduate teaching candidates in subject area departments were met by the "School of Professional Studies" identification. Little additional administration is anticipated inasmuch as machinery for handling the School already exists within the College of Humanities and Social Sciences, although when the School is initiated, a faculty-based search for the Director will be necessary. Perhaps other such units will be necessary in the future when departmental interests cluster around a common area deserving of such identity.

The Executive Committee concludes that departmental structure should be determined in the future along the same lines as in the past. Structure has

evolved from functions, traditions, relationships, numbers, and goals with no undue emphasis given to any one characteristic.

- (1) The Executive Committee finds unacceptable the concept that numbers (such as the proposed 30-50 faculty per department) should play a disproportionate role in organizational determination. Numerical minima and maxima are no more viable at the departmental level than previously cited at the college level. Before departmental status can be granted, any discipline should possess a certain focus and strength as determined by individual cases rather than by applying arbitrary numbers.
- (2) Substance--as reflected by functions, traditions, relationships, and goals--should be the critical consideration in unifying disciplines under a common departmental designation. Re-examination of presently constituted departments, with full cooperation of resident faculty, is encouraged. Certainly new combinations could evolve after due deliberations, negotiations, and consent. Some progress has been realized in this regard already. But the Executive Committee resists meshing relatively foreign disciplines merely to achieve an arbitrary numerical quota.
- (3) Departmental chairmen should be reasonably able to represent equitably all facets of a department. Unusually large numbers or disparate interests make this possibility remote. Organizational re-examination is encouraged where leadership is secluded or administrative machinery is excessively complex to the disadvantage of even minority numbers supposedly served by that unit.

- (4) Departments, as presently existing, potentially can strengthen academic programs by giving decision-making power to individual faculties. The matrix, and any other system forcing departmental combinations, would tend to dilute this potential strength.
- (5) As previously recommended, departments should have increased responsibility in research and instructional activity. However, these functions should be executed without encumbering departmental structure with yet another layer of supplementary administrators. The Executive Committee found no way of conveniently separating departmental managerial activities from administrative-clerical activities.

#### University College

The concept of the "lower division" or "university college" in American higher education was originated primarily to assure that all students in a university would meet specified general education and competency requirements as they progressed toward completion of their respective degrees.

Secondarily, the concept was originated to permit students with indefinite educational goals to "sample" courses from a variety of disciplines while their vocational choice was being finalized. With the advent of decentralized general education and competency requirements, rather than centralized or all-university requirements, the need for such a central administrative unit has diminished. There remains, however, a critical need to provide an "academic home" for those students who are completely "undecided" as to their educational and vocational goals.

Students entering a university vary in the specificity of their goals along a continuum from "very narrow and specific goals" to "undifferentiated goals".

At the time of entrance, most students have narrowed their educational and vocational choice sufficiently at least to be able to select a general discipline or college in which to enroll, but some have experienced little or no delimitation of goals and hence are unable to select the appropriate college to meet their needs.

A review of the curricula available at Colorado State University reveals that college faculties generally have been cognizant of the "continuum of specificity of goals" concept and have responded by providing curricula based on varying degrees of specificity of vocational choice. For example, in the College of Agricultural Sciences, a student who is undecided as to his or her specialization within the field may enroll in "General Agriculture" in contrast to Horticulture or Agronomy. Further, in the College of Humanities and Social Sciences, the undecided student may enroll as a "General Studies" student (for two years) or as a major in "Humanities" or in "Social Science" rather than as a major in a specific discipline such as Philosophy or Anthropology. In other words, in the two basic colleges, Natural Sciences and Humanities and Social Sciences, a student may enroll in a specific major, in an interdisciplinary major within the broad areas represented by the college, or as a "General Studies" student for up to two years. In the six professional colleges, a student may enroll in a specific major or a general major illustrative of the field representative of the disciplines in that college.

At present, Colorado State University does not provide for that relatively small category of students whose educational goals are completely undifferentiated. The University College proposed by the Task Group on Undergraduate Education would accommodate such undecided students very satisfactorily inasmuch as declaration of a major would be unnecessary until after the student had completed at least one year's work. As the Undergraduate Task Group indicates, the University College as proposed would also stimulate interdisciplinary approaches to teaching as well as educational innovation.

After reviewing these considerations, as well as the opinions of many individuals in the professional colleges who oppose the University College concept, the Executive Committee recommends that the University College concept be kept under study but that a special student category for "University Undecided" students be created within the Office of Academic Advising. Choice of a vocational direction is laudable; however, the Executive Committee realizes that many students need to delay this decision until after they have entered the university environment. The wording of the Colorado State University catalog and other publications, along with the rhetoric used during recruitment and orientation, and other forms of advising should insure that those students who are undecided will not be relegated to a "second class" citizenship within the university community.

The Executive Committee recommendation speaks to several of the advantages of having a University College without the administrative costs related thereto. The Executive Committee feels that the extent to which educational innovation and instructional improvement will occur is primarily a function of the point of view of individual faculty members and administrators, and only secondarily a function of organizational structure. The Executive Committee applauds and strongly endorses the concern about instructional quality and instructional innovation reflected in the Undergraduate Education Task Group Report. It is therefore strongly recommended that continuous effort be made throughout the University to improve instructional quality and to encourage innovativeness regardless of the organizational structure in effect at any point in time.

#### Graduate Education

The Organization Study Questionnaire as well as the Graduate Education Task Group affirmed the present system for graduate studies at Colorado State University, with the participation by departments in the determination and administration of graduate programs.

The Executive Committee concurred that no structural changes presently be made in graduate education.

The proposed realignment of research under the Academic Vice President would aid the coordination of instruction and research in graduate education.

#### Continuing Education

It is ironic that universities have long espoused and championed the cause of life-long learning, and yet that so few have embarked upon programs of substance that provide more than minimal opportunities for their adult constituents. While CSU has in recent years produced some notable achievements in the arena of continuing education, it has really only scratched the surface of the meaningful activity possible in this field. Life-long adult education--by whatever name it might be called--represents during the next several decades an area of growing importance and challenge in which CSU has both the capability and the responsibility to excel.

Members of the Continuing Education Task Group and the Organization Study Executive Committee recommend that continuing education activities at CSU be considered equally as important as conventional instruction and research activities. These groups recommend that as a long-range goal the University should strive to integrate continuing education activity into regular instructional and research activity at departmental and college levels. This means that continuing education eventually should be budgeted with state funds in each college and that as part of the normal work load most professors would periodically engage in either credit or non-credit continuing education courses or programs without receiving overload compensation. Program emphasis should be placed primarily on vocational and career-related topics and only secondarily

on avocational interest areas. At the university level, a small, tightly structured administrative unit should exist to provide centralized planning, facilitative and logistical services. The general purpose of this unit is to assume responsibility for planning and controlling the overall university program and to insure the existence of effective administrative and coordinative services. It functions in a staff relationship to each of the academic college offices.

Complete implementation of the long-range plan, however, will have to await a change in legislative funding policy. At the present time, the Colorado legislature has adopted the policy that continuing education activities must be self-supporting. This policy precludes total integration of the continuing education function and its staffing requirements into college and departmental activities. If the volume of continuing education programs were large enough and stable enough in a given department, additional staffing could be undertaken and supported with the anticipated "soft" revenues generated by such programs. In most departments, however, this condition currently does not exist. Consequently, if continuing education activity is to move forward, staffing must be accomplished with existing departmental faculty members who carry full-time responsibilities under the regular instructional budget. Hence, in the immediate future it appears that continuing education work can be developed and conducted most effectively on an overload basis by existing faculty members who are compensated additionally for each continuing education assignment from the incremental revenue produced by the assignment. Since current university policy permits a faculty member to earn up to ten per cent of his base salary in overload compensation, the committees recommend that faculty members in all departments be encouraged to engage in continuing education activity up to this level. At the same time, university administration is urged to exert all reasonable effort to effect a change in legislative funding policy that recognizes the need for systematic state support of the continuing education function.

From a philosophic point of view, the Executive Committee believes that cooperative extension work should be a part of the University's continuing education function and that it should be organized accordingly. From a practical standpoint, however, this does not appear feasible because of the manner in which cooperative extension activities are funded. For years, cooperative extension has been supported in part from federal sources, state sources, and local-community sources. The firm establishment of this funding pattern simply does not permit effective integration and organization of extension activities as part of a larger continuing education program funded in the manner described above. Consequently, the Organization Study Executive Committee recommends that continuing education and cooperative extension be organized as two cooperating but separate operating units.

## Research and Creativity

### Introduction

The Executive Committee and the Research and Creative Activity Task Group are in close agreement with many of the Task Group's conclusions. The Executive Committee and the Task Group agree that research and creativity are fundamental components of university activity. Herein, the definition of creativity provided by the Research and Creative Activity Task Group will suffice. This group's definition of creativity which encompasses research follows:

Creativity describes the processes whereby a faculty member, through his or her own thought, efforts, and imagination, brings something unique into existence, something which is not likely to evolve naturally. Hence, creativity involves an originality of thought or expression, and may be embodied in a work of art, an invention, a poem, as well as extensions of existing bodies of knowledge.

Specifically, the recommendations of the Executive Committee resulting from discussion of and detailed study of research and creativity are presented in the following sections.

#### Role of Research and Creativity

There is a need to state explicitly overall university objectives with respect to research and creativity. The established policy should be incorporated into the Faculty and Staff Manual and more detailed information on research policy should be published in a special brochure. These publications should define the roles of research and creativity in the University, give policy statements governing the integration of research and academics including both sponsored and non-sponsored activities, provide detailed information about the research organization at the University, college and departmental levels, outline informational sources and the organization and resources available at all levels of the University that function to assist faculty members to accomplish their objectives.

#### Staff Evaluation

The principal responsibilities of a faculty member are teaching and creative activity. College and departmental administrators must be fully cognizant of the creative activities of their faculty and give balanced consideration for such activity in assessing teaching workloads and performance related to advancement, tenure, salary and other forms of staff recognition.

#### Integration of Research

There should be complete integration of academics and research at the department and college levels. This integrated activity should be consistent with state and university goals and policies.

### Sponsored and Non-Sponsored Research and Creative Activity

The accepted practice is to classify research and other creative activities as funded and nonfunded. The attitude is prevalent that staff have been favored that are significantly covered by contract and grant support obtained by the individual or by the individual as a member of a group. There is a strongly supported attitude that non-sponsored creative activity of good quality that is related to the individual's assignment is as deserving of reward as sponsored creative activities. The Executive Committee strongly supports rewarding staff for non-supported creative activity that is performed in accordance with administrative policy and job descriptions.

### State Funded Research

An effort should be made to develop stronger state financial support for research and creative activities. An increase in state support for faculty research could provide a base for at least limited nonfunded research in all colleges. This should improve the quality of the academic staff, teaching at the undergraduate and graduate levels, and furthermore, it should attract additional sponsored research that would further improve the national and international stature of the University and, in time, help finance university programs and activities minimizing state costs.

### Administrative Structure for Research

The suggested administrative structure should integrate research and academic administration and provide the necessary continuity at all levels of administration to optimize the further growth of research, creativity and

teaching, appropriate recognition of all pertinent research and creative activity whether funded or nonfunded, the latitude to develop temporary centers to accommodate large-scale interdisciplinary activities that may be difficult to administer at the departmental and college levels, and current information on sources of research funds as well as projections regarding research opportunities that exist nationally and internationally.

The University administrative policies should discourage all forms of proliferation of administration beyond that definitely required. Finally, the University should re-evaluate its current method of handling contracts and grants, giving more consideration to supporting the staff's preparation and submission of proposals. However, because of the magnitude of the research activity and the high cost of providing assistance with the development and presentation of proposals for possible funding, it may be necessary to develop a better solution to this problem at the college and departmental levels.

As a minimum, it is essential to help the new faculty, through seminars and personal contact with other staff, identify possible research funds and individuals with related knowledge and interests; prepare proposals; follow through after submission of proposals until the proposal is funded or rejected and give the staff adequate counseling and advice when research is funded to help assure quality performance.

#### Accounting Services

Accounting services within the University have significantly improved in recent years. However, it is necessary to improve substantially accounting services to the colleges, the departments, and particularly to the principal investigators on research contracts and similar accounts. At this time,

significant duplication of accounting services with University Accounting Services are required at these three levels to assure adequate control of funds in accordance with subclassifications of funds and to avoid overexpenditures, particularly, on contracts and grants. The ideal arrangement would be to upgrade the University Accounting Services so that virtually all accounting activity at the college and departmental levels, and in particular by project leaders, could be eliminated.

#### Revision of Job Descriptions

To assure that recognition is given to the integration of research and creative activity within instructional programs, it is recommended that all job descriptions for administrators be rewritten to reflect this integration. Inasmuch as these job descriptions are part of the Code of Colorado State University, description changes must be approved by the Faculty Council. It is recommended that the Committee on Research of the Faculty Council be assigned responsibility for preparing modified job descriptions in concert with the Code Committee. The role of the Code Committee should be that of assisting the Research Committee with using language appropriate to the Code. In addition, the Research Committee and the Code Committee should scrutinize the contents of the Code to assure that appropriate recognition is given to the integration of research and creative activity and instruction.

#### Evaluation of Administrative and Academic Staff

The Organization Study Executive Committee strongly endorses the concept that performance planning coupled with accountability for performance should

be practiced conscientiously by all professionals who function as part of a larger organizational unit. It believes that the professional has an obligation to establish annually flexible objectives that are consistent with the broader objectives of his or her organization, and that each professional should carefully evaluate progress being made toward accomplishment of these objectives periodically during the year.

Generally speaking, the committee recommends implementation of the performance evaluation and organizational objectives program proposed by the Office of the Academic Vice President, recognizing that the various departmental faculties may elect to develop slightly different planning/evaluation programs within the general guidelines of the proposed university program. Further, the committee recommends that similar programs be instituted at all levels of administration throughout the University. Working with department heads, academic deans should develop effective performance planning/evaluation programs for department heads; similarly, the Academic Vice President should develop such a program for academic deans. Finally, the President should develop an effective planning/evaluation program for all university vice presidents and similar administrators under his immediate supervision.

The committee believes that this type of integrated effort, genuinely accepted and conscientiously practiced by university personnel, will maximize the opportunities for professional development and growth of each individual. At the same time, it should tend to optimize aggregate university performance and service for the various publics the University serves.

#### Implementation

Modification of the organizational structure of a university is a continuous process. Modifications in the organizational structure of Colorado State

University have occurred during the period of the present study. Thus, it can be assumed that many changes would occur whether or not this study had been undertaken. To more nearly assure that the efforts expended for the present study are translated into action, and that the recommendations are given adequate consideration, the Executive Committee offers the following suggestions to the President for the implementation of the recommendations contained in the report:

1. Report review: It is suggested that the Office of the President review the total report and classify the recommendations according to the following:
  - a. Those recommendations which are acceptable to the President and can be implemented immediately by administrative action;
  - b. Those recommendations which are acceptable to the President but which will require further action for their implementation. Such action may involve polls to identify the units with which departments wish to be identified, in-depth study of subunit functions and consideration for approval by such groups as the Faculty Council, the State Board of Agriculture, or the Colorado Commission on Higher Education;
  - c. Those recommendations which require further evaluation by others within or outside the University; and
  - d. Those recommendations which are unacceptable. The general categorization of the recommendations should be announced to the faculty and corresponding action taken to implement or evaluate the issues involved.

2. Designation of units: Modification of academic units requires action by the Faculty Council as well as change in the University Code. It is the opinion of the Executive Committee of the Organization Study that such academic unit modifications can be accomplished most efficiently when the affected persons participate in the formation and naming of units. For example, if the present College of Humanities and Social Sciences is to be divided, then departments should have a voice as to the new unit with which they will identify as well as to the naming of the new unit. For example, members of the Department of History should have input into whether they identify with Humanities or the Social Sciences. Once the new units are identified, personnel in them should have a voice in selecting unit names. For example, the Humanities unit may wish to consider such names as "Humanities and Arts", "Arts and Letters", or "Arts and Humanities".
3. Positive stance: The Executive Committee urges the President to assume a positive stance on acceptable recommendations and to announce the stance publicly. Recommendations requiring additional deliberation and action by faculty members (Faculty Council, etc.) are much more efficiently implemented when the administrative position on a controversial issue is known.
4. Addition of the report to the archives: The report of the Colorado State University Organization Study represents the combined effort of more than fifty faculty members over an extended period of time. It is likely that some of the recommendations contained in it will be

rejected because of their present untimeliness. However, times do change. It is therefore suggested that this report be kept on file in the Colorado State University archives for future reference. The Task Group reports set forth many creative and imaginative ideas, and it would be unfortunate if these were buried in graves so deep that they could never be resurrected.

PART IV. APPENDICES

COLORADO  
STATE  
UNIVERSITY

office of the academic vice president

December 8, 1971

FORT COLLINS  
COLORADO  
80521

TO: General Faculty

FROM:

C. O. Neidt

SUBJECT: Study of the Academic and Research Organization at CSU

At the September, 1971, meeting of the General Faculty, President A. R. Chamberlain announced that a study of the academic organization of Colorado State University would be undertaken this year under the general direction of the Academic Vice President. The proposed study was enlarged subsequently by President Chamberlain to include the organization of research administration. The plan of organization for the study is now complete. The purpose of this memorandum is to inform the faculty of the organizational plan, and to invite interested faculty members to participate in the study.

An organizational chart for the study is shown in Figure 1. Major components include 1) an Executive Committee, 2) a Study Director, and 3) four or more Special Task Groups. A brief description of each component is included in the following paragraphs.

#### ORGANIZATIONAL CHART

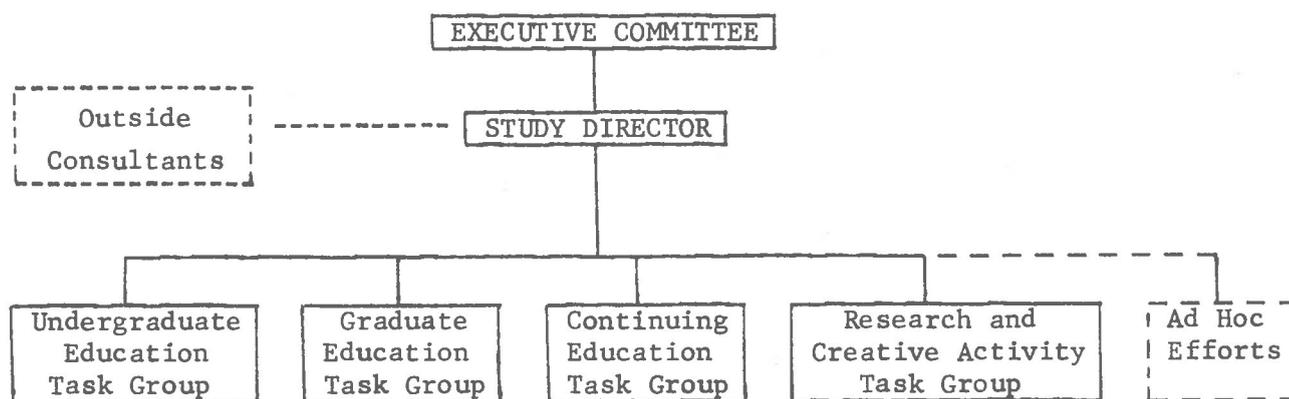


Figure 1



Executive Committee. The Executive Committee consists of seven faculty members and one student. This committee is appointed by the Academic Vice President who serves as chairman. The Executive Committee functions as a steering committee for the entire study; defines the framework within which the study will be made and designates the specific mission of each Task Group; selects the Study Director from among four nominations and selects all members of the Task Groups; coordinates efforts of the Director and Task Groups through a) approving procedures to be followed, b) reviewing progress periodically, and c) accepting final reports. One member of the Executive Committee will serve as an ex officio non-voting member of each Task Group.

Study Director. The Study Director is a senior faculty member with interest and experience in the field of organizational structure. This person spends one-half time on the project. Four deans and four members of the Faculty Council Steering Committee will screen applications from the faculty and recommend four nominees to the Executive Committee, which will make the final selection. The Study Director provides staff work for all Task Groups, identifies and contracts with outside consultants as necessary, meets with each Task Group, works with each Task Group on its final report, and is responsible for assembling and integrating all sections of the over-all final report. The Director, in consultation with the Executive Committee, establishes "mission-oriented" ad hoc Task Groups as necessary.

Task Groups. The Task Groups for the organizational study are comprised of four groups of faculty members (Undergraduate Education, Graduate Education, Continuing Education, Research and Creative Activity) selected by the Executive Committee according to representation, expertise and interest as shown by applications or interviews. Membership is open to the entire faculty. Special ad hoc groups may be formed from the membership of the four designated groups as necessary.

Although specific missions will be defined by the Executive Committee, each Task Group will be charged with speaking to the basic issues on which the study is based, as follows:

The academic organization of Colorado State University should permit CSU to

- 1) respond quickly and efficiently to changing societal needs.
- 2) identify and implement instructional innovation readily.
- 3) capitalize on the availability of off-campus as well as on-campus learning situations.

- 4) utilize interdisciplinary approaches to instruction, research, and service wherever appropriate.
- 5) provide quality learning experience to students in logical sequence.
- 6) implement sound management principles of economic efficiency and effective utilization of human resources.
- 7) encourage continuous interaction between inquiry and instruction.
- 8) provide appropriate circumstances for students to make meaningful educational and vocational choices.

Faculty members are invited to express their desire to participate in the Organizational Study by completing either or both applications appended to this memorandum. All applications must be returned to Room 109, Administration Building, by January 6, 1972.

APPLICATION  
FOR  
DIRECTOR

162

\_\_\_\_\_  
Name Department

Brief description of experience related to the duties of Director:

APPLICATION  
FOR  
SPECIAL TASK GROUP MEMBERSHIP

\_\_\_\_\_  
Name Undergraduate Education  
\_\_\_\_\_  
Graduate Education  
\_\_\_\_\_  
Department Continuing Education  
\_\_\_\_\_  
Research and Creative Activity

Rationale supporting application:

COLORADO STATE UNIVERSITY  
PURPOSES, OBJECTIVES, AND MISSIONS--PAST AND PRESENT

A REPORT TO THE EXECUTIVE COMMITTEE  
OF THE ORGANIZATION STUDY

Randall W. Brillhart  
William F. Merkle, III

May 5, 1972

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This report presents the findings of research and analysis into the goals and objectives of Colorado State University. To the best of our knowledge, these findings present a historically valid perspective of emerging goals and objectives for this University.

#### General Objective of Study

The general objective of this study is: After search for relevant information, prepare statements of the goals and objectives of Colorado State University.

#### Specific Objectives of Study

The specific objectives of this study are:

1. From the search, collect all statements related to existing goals or objectives.
2. Determine inconsistencies, ambiguities, and omissions from study of collected statements and in terms of "understandings" developed through the research.
3. Prepare a statement of the goal or objective as it appears to be, based upon the research and the "understandings".

#### Profile of Sources

In carrying out our search, we drew on a broad range of reference sources. Our search consisted of these areas:

- State Board of Agriculture Minutes: March 19, 1877 - March 3, 1972
- University Catalogs: 1880 (First Catalog) - 1971-72
- C.S.U. Faculty Council Minutes: 1881 - 1886  
1946 - 1972
- Early federal legislation founding C.S.U.
- Colorado state legislation directly affecting C.S.U.
- Planning documents for the University
- News sources

An annotation of these sources is found in Appendix D.

## Statements of Existing Goals and Objectives

### Grand Design

Colorado State University is committed to the grand purpose of providing thorough and practical knowledge through study and scholarly research in the arts, sciences, and professions--and the linkages between these areas.<sup>1\*</sup> The University remains true to the spirit of the Morrill Act, particularly by promoting the agriculture and industry of the state. Colorado State University is dedicated to the principle that higher education should be the birthright of the many, not the privilege of the few.<sup>2</sup>

### Missions

The statutory mission of Colorado State University is to combine physical with intellectual education through theoretical and practical instruction<sup>3</sup> in these areas: agriculture, mechanical arts, the English language, economics, the various branches of mathematical, physical, and natural science.<sup>4</sup>

The University has three institutional missions: instruction, research, and extension and public service. The mission of instruction is to inspire each student toward a liberal and practical education by providing direction in the various academic disciplines and professions.<sup>5</sup>

The mission of research is to investigate problem areas, search for new knowledge, and extend this knowledge to practical applications.<sup>6</sup>

The mission of extension and public service is to provide all feasible public assistance in dealing with problems that confront people in their occupational, educational, and personal situations.<sup>7</sup>

### Statements of Common Purposes

Within the University, common institutional purposes have evolved. The existence of these purposes has supported the planning of priorities for Colorado State University. These purposes include the following:

- A. In order to maintain and further the institution as a center for higher learning, there should be specialization according to academic strengths and resource limitations.<sup>8</sup>
  - 1. The highest quality of instruction should be sought, especially in selected sciences and professions.<sup>9</sup>
  - 2. There is a need for increased emphasis on the offerings at upper division and graduate levels.<sup>10</sup>

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\* Footnotes refer to source statements which follow in the Rationale for Goals and Objectives.

- B. The University has the responsibility to help our nation meet its international obligations by developing special international educational programs.<sup>11</sup>
- C. In order to plan and decide the objectives for each academic area, a code should be adopted, describing the specific objectives for that area.<sup>12</sup>

#### Rationale for Statements of Goals and Objectives

<sup>1</sup>Colorado Commission on Higher Education:

"The central purpose of Colorado State University is to give emphasis to scholarly research in the sciences, arts and professions and to the preparation of students whose orientation is either to the advancement of knowledge through study and research or to practice one of the professions."

<sup>2</sup>Morrill Act:

"...the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts,...in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

<sup>3</sup>General Laws of the State of Colorado:

"The design of the institution is to afford thorough instruction in agriculture and the natural sciences connected therewith. To effect that object most completely, the institution shall combine physical with intellectual education and shall be a high seminary of learning... in thorough theoretical and practical instruction."

<sup>4</sup>Morrill Act of 1890:

"...instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science."

<sup>5</sup>Statement of Functions and Goals, 1968:

"...to provide each student with the opportunity for a liberal and practical education, along with the opportunity to grow both socially and intellectually."

<sup>6</sup>Pattern for the 70's:

"...in the area of research the University will continue to encourage its members to undertake studies which will: (1) broaden and strengthen the foundations of economic and human development for the State and Nation, and (2) provide its graduate students with opportunity to apply research methodology to problems in their respective disciplines."

<sup>7</sup>Statement of Functions and Goals, 1968:

"...for providing the citizenry all feasible public assistance in dealing with the problems that confront them, whether these problems arise from the occupational, the educational, or the personal aspects of their lives."

- <sup>8</sup>Pattern for the 70's:  
"Since it is no longer possible to attempt everything, Colorado State University must do what outside agencies many years ago chose to do-- specialize. The University must pick and choose a specified number of subject-matter areas and strive for leadership in each."
- <sup>9</sup>Pattern for the 70's:  
"...to strive for instructional leadership in selected sciences and professions and to offer high quality instruction in most fields of the liberal arts."
- <sup>10</sup>Pattern for the 70's:  
"At C.S.U. increasing emphasis should be placed upon offerings at the upper division and graduate levels."
- <sup>11</sup>State Board of Agriculture Minutes:  
"The various colleges and the university have the responsibility to help our nation meet its international obligations and develop special international programs."
- <sup>12</sup>State Board of Agriculture Minutes:  
"Each academic department shall operate under a department or college code."

## PURPOSES, OBJECTIVES, AND MISSIONS--PAST AND PRESENT

Update to Initial Report Presented March 14, 1972

## I. Name Change to Colorado State University

## A. A Change is Proposed

## 1. Faculty Council Minutes--May 29, 1956

"President Morgan presented as a matter of special interest the subject of the proposed change of name of the institution to 'Colorado State University', pointing out reasons for the proposal, including the fact that the institution is now in fact a university and thus the proposed designation would be of prestige advantage to both graduates and the institution. He said a resolution proposing the change would be offered for Faculty Council approval at the summer meeting of the Faculty Council."

## 2. Faculty Council Minutes--July 10, 1956

"President Morgan moved adoption of the following:

The Faculty Council of Colorado Agricultural and Mechanical College supports the proposal to change the name of the institution to "The Colorado State University" and recommends to the State Board of Agriculture that appropriate action be taken with the Colorado General Assembly to obtain the legislative authority required to effect this change.

Mr. Horlacher seconded the motion.

President Morgan said the proposed name more nearly describes the type of institution as it is today and that the proposed name would bring increased prestige to graduates. He recited illustrations of the difficulty which the public has in understanding what an "A and M College" is. He added as 'minor reasons, but reasons which can be important' that the proposed name would attract more summer students, with consequently greater revenue from dormitories and an opportunity for increased numbers of faculty members to teach during summer months; and that it would give leverage to pull ourselves up to the plateau which we would like to reach.

The motion carried unanimously."

3. Leaflet: "A Change is Proposed..."

"Who is proposing the change? The State Board of Agriculture which is the governing body of the College, the Board of Directors of the Alumni Association, the faculty and the Colorado Aggie student body.

"Why? First, because Colorado A and M College is a university in fact although not in name. A university is a grouping under one administration of colleges with curricula that place common reliance on a broad base of instruction in the sciences and arts.

"A college, on the other hand, usually confines its instruction to one field or to a group of fields that are closely related. At Colorado Aggies there are six "colleges" covering a wide range of studies with a total enrollment of 5000 students. These colleges are now designated as 'schools'.

"Second, because there is something in a name. The prestige of the institution where our graduates earned their degrees is well known in Colorado and in the immediate region. Thus it makes little difference locally whether their alma mater is referred to as A and M, Aggies, or C.S.U.

"This proposal is no sudden action in response to institutional vanity. It involved the same extended study and deliberate consideration that has prompted similar changes in other states with land-grant colleges that have grown into complex universities."

4. Fact Sheet for the Legislature (Prepared for Senator Weinland and Representative Clark, January 11, 1957)

"The change in name will not increase the cost of operating the institution nor affect in any wise the size of appropriation requests. The State Board of Agriculture doesn't expect to get any more, or any less, support from the state than it would have gotten without the name change.

"The change in name should enable the college to attract summer students from out of state who would not think of attending an agricultural and mechanical college but who would gladly spend a Colorado summer in a fine dormitory at a 'university'."

B. A Change is Approved

Session Laws of Colorado

An Act

Changing the name of "The Colorado Agricultural and Mechanical College" to the "Colorado State University."

Section 1.--Name of college changed.--The Agricultural College at Fort Collins, declared to be an institution of the state by section 5 of article VIII of the state constitution, and designated under the

name and title of "The Colorado Agricultural and Mechanical College" by Section 124-10-1, Colorado Revised Statutes 1953, shall hereafter be designated under the name and title of the "Colorado State University" provided, however, that the legal effect of any statute heretofore designating such institution by any other name, or property rights heretofore acquired and obligations heretofore incurred under any other name, shall not be impaired hereby.

Section 2.--Safety Clause--The General Assembly hereby finds, determines and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Section 3.--Effective Date--This act shall be in force and effect from and after May 1, 1957.

Approved: February 11, 1957.

## II. Creation of the Colorado Commission on Higher Education

### Session Laws of Colorado

#### An Act

Establishing a Colorado Commission on Higher Education as an educational agency in the executive department of state government, and prescribing its duties and functions.

Section 1.--Declaration of policy.--The purposes of this act are to make opportunities for post high school education as available as possible in Colorado; to avoid needless duplication of facilities and programs in institutions of higher education; to achieve simplicity of state administrative procedures pertaining to higher education; to effect the best utilization of available resources so as to achieve an adequate level of higher education in the most economic manner; to continue to recognize the constitutional and statutory responsibilities of duly constituted governing boards of institutions of higher education in Colorado.

Section 5.--Duties of commission with respect to appropriation requests.

Section 6.--Duties of commission with respect to capital construction and long-range planning.

Section 7.--Duties with respect to roles and functions of institutions.

Section 8.--Duties of commission with respect to research and statistics.

Section 9.--Duties of commission with respect to state administrative agencies.

### III. The Division of the College of Science and Arts

#### A. Task Committee Report on The Division of the College of Science and Arts.

"On January 1, 1967, President William E. Morgan appointed a task committee to recommend a plan for dividing the College of Science and Arts. The charge given the Task Committee delineated three specific tasks:

1. 'Study the manner in which other land-grant universities have divided their arts and science programs within recent years.'
2. 'Recommend a classification for each department as to whether it should be a part of the science college, a part of the arts college, or could suitably be included in either one.'
3. 'Recommend appropriate (short) names for the two new colleges.'

These tasks were to be carried out within the framework of a general condition which stated it was appropriate to divide the College of Science and Arts into two parts, 'one essentially composed of departments in the physical and biological sciences, the other composed primarily of departments in the social sciences, humanities, education, and fine arts.'

#### B. Task Committee Report on the Division of College of Science and Arts

##### Recommendations

The task committee recommends that these two colleges be known as:

- a. College of Physical and Biological Sciences
- b. College of Social Sciences, Arts, and Humanities

In the light of the committee's findings relevant to the organization of most state universities responding, it is recommended that another task committee be appointed and charged with the responsibility of making a long-range study of the collegiate organization of Colorado State University.

#### C. Faculty Council Minutes--November 7, 1967

"Vice President Ahmann announced a proposal to divide the College of Science and Arts into a College of Humanities and Social Sciences and a College of Natural Sciences has been presented for the consideration of the Faculty Council.

Mr. Ragouzis moved that: Effective July 1, 1968, the College of Science and Arts be divided into two colleges: one to be known as the College of Humanities and Social Sciences, and the other to be known as the College of Natural Sciences.

Mr. Herbert Smith seconded the motion and the matter was opened for discussion. Following a rather lengthy discussion, and upon a call for the question, a request was made for a written ballot. Ballots were distributed and a tally of the votes revealed:

111 votes cast for the division of the College of  
Science and Arts  
20 votes cast against the division  
2 abstentions

This matter was then recommended to the State Board of Agriculture for favorable action."

D. State Board of Agriculture Minutes--December 12, 1967

"The State Board approved the division of the College of Science and Arts into the College of Humanities and Social Sciences and the College of Natural Sciences, to be effective July 1, 1968.

IV. Complete Copies of State Legislation related to Colorado State University

Colorado Revised Statutes--1963

- A. Article 10 Colorado State University
- B. Article 11 State Board of Agriculture
- C. Article 12 Co-operation with United States
- D. Article 13 Experiment Stations

## ANNOTATED BIBLIOGRAPHY

- State Board of Agriculture Minutes: 1877 - 1972  
Complete recording of all meetings of the State Board of Agriculture. Although the minutes provided a useful chronological review, there was a minimal reference to specific objectives of the University.
- University Catalogs: 1880 - 1972  
Information taken from History and General Information section of catalogs. Specific goals and objectives were given. Catalogs yielded most significant amount of pertinent data.
- C.S.U. Faculty Council Minutes: 1881 - 1886, 1946 - 1972  
Complete recording of all meetings of the Faculty Council. For our search, selected time periods were reviewed. The minutes were of limited value to our study.
- Early federal legislation founding C.S.U.  
Morrill Act, 1862: founded national land-grant colleges  
Second Morrill Act, 1890: appropriated funds to land-grant colleges  
Hatch Act, 1887: established agricultural experiment stations  
Smith-Lever Act, 1914: provided for cooperative extension work
- Colorado state legislation directly affecting C.S.U.  
General Laws of the State of Colorado, 1877: original design of the University  
Colorado Revised Statutes, 1963: maintains original design of the University  
Colorado Commission on Higher Education, 1965: created commission to advise state institutions
- Planning documents for the University  
Notes for Senator Weinland and Representative Clark: On the Name Change Bill; January 11, 1957. Provides background for name change to Colorado State University.
- Task Committee Report on the Division of the College of Science and Arts; April 1, 1967. A complete study with recommendations to divide the College of Science and Arts.
- Statement of Goals and Functions; 1968: Delineation of University purposes, addressed to Colorado Commission on Higher Education.
- Pattern for the 70's--Planning for Colorado State University, Phase II, 1970-80; August, 1971. A total plan for the University in the coming decade. Provided us with most current guidelines for the institution's future.
- Planning for the 70's. Colorado Commission on Higher Education; October, 1971. A statewide picture of higher education in Colorado. It had little value in pinpointing C.S.U. objectives.
- News Sources  
Rocky Mountain Collegian; Fort Collins Coloradoan  
From news clipping files and selected newspaper issues, based on benchmark dates in the study. This source was not beneficial.

COLORADO  
STATE  
UNIVERSITY

FORT COLLINS  
COLORADO  
80521

office of the academic vice president

January 4, 1972

TO: Dean D. W. Dobler  
Dean L. V. Baldwin  
Dean D. M. Ogden, Jr.  
Dean W. B. Cook  
Professor R. S. Whitney  
Professor F. F. Wangaard  
Professor G. R. Jansen  
Professor M. R. Zelle

FROM: C. O. Neid *con*

SUBJECT: Organization Study

In the memorandum describing the organization study which was distributed to the General Faculty two weeks ago, I outlined the procedure for selecting the Director as follows: A special group consisting of four academic deans and four members of the Steering Committee will screen nominations for the directorship, and recommend four names to the Executive Committee for the final selection decision. This procedure was designed to more nearly assure that individuals who might be unsatisfactory from either the standpoint of administrators or the standpoint of the faculty would be eliminated from consideration. To implement this concept, I listed the colleges alphabetically and assigned each a number from one to eight. A table of random numbers was consulted, and the first four numbers in the table were colleges whose dean would serve on the screening committee. The remaining four colleges were those whose Steering Committee representative would serve on the special committee. This procedure resulted in the individuals to whom this memorandum is addressed.

Although many individuals (perhaps as many as 100) have applied for membership on the special task committees, relatively few have applied for the directorship. This makes the task of the special committee relatively easy. Unless I hear from you to the contrary, I suggest that we proceed as follows. I will set up a meeting to which those individuals who have applied for the



directorship can be interviewed on an individual basis, and members of the special group can ask whatever questions and make whatever notes they would like. Following a period of a few days to do additional checking, I suggest that the special group meet a second time and make the final recommendations.

In summary, this memorandum is both an invitation to serve on the committee and a description of how I propose that we proceed. Unless I hear from you otherwise, on either item, by Friday, January 7, I shall arrange the meeting for the following week. I appreciate your willingness to participate in this phase of the project.

APPLICATION  
FOR  
DIRECTOR

177

R. L. Wiggins  
NameBusiness-Management  
Department

Brief description of experience related to the duties of Director:

1. Academic interests and present assignment directly related (including my Ph.D. studies.)
  2. Qualified in the related areas of Industrial Engineering and Law.
  3. Responsible for Organization Planning and Development during 14 years industrial employment; carried through three major and several minor re-organizations.
  4. Several private consulting assignments involved aspects of structure and relationships; one was a major re-organization study.
-

## PERSONAL DATA RECORD

Ronald L. Wiggins  
732 Kimball Road  
Fort Collins, Colorado 80521

Home: 482-6561  
Office: 491-5221

## Education:

B. S., Industrial Engineering, Syracuse University, 1938.  
Master of Science, Syracuse University, 1940.  
J. D., George Washington University Law School, 1946.  
Ph. D., Business Administration, UCLA, 1965.

## Teaching Experience:

10 years college teaching. Professor of Management at Colorado State University. Also taught at Texas Christian University, San Fernando State College, North Carolina State University, and Syracuse University.

## Consulting Experience:

8 years of consulting experience, with research and development, product manufacturing, and service organizations (concurrent with teaching experience). Extensive management development activities.

## Industry Experience:

14 years regular industrial employment with three corporations. Bendix-Westinghouse Air Brake Co., Manager of Industrial Relations and Personnel; Remington Rand, Director of Administration of Univac Division and Corporate Industrial Relations Director; Young Spring & Wire Corporation, Corporate Secretary and Director of Industrial Relations.

## Membership in Professional Organizations:

District of Columbia Bar  
Professional Industrial Engineer, Ohio Registry No. 16584  
Academy of Management  
Industrial Relations Research Association  
The American Academy of Political and Social Science  
Tau Beta Pi  
Pi Mu Epsilon  
Beta Gamma Sigma  
Phi Alpha Delta

## Publications:

Author of The Arbitration of Industrial Engineering Disputes, published by Bureau of National Affairs, Inc.  
Writing: Organizational Behavior and the Management of Change, to be published by International Textbook Company.

## Military Experience:

Administrative duties in research and development programs on underwater weapons, Navy Ordnance, WW II; Lt. Comdr., USNR (4½ years).

APPLICATION  
FOR  
DIRECTOR

179

DR. RONALD L. WIGGINS  
Name

MANAGEMENT  
Department

Brief description of experience related to the duties of Director:

In my opinion, there is no one on campus so eminently qualified for the position as Study Director as Dr. Wiggins. He has a B.S.I.E., J.D. and a Ph.D. in Management Science. He has spent some 25 years in the area of management. He knows the University, its structure, its people and its goals. He is on the Steering Committee of the Faculty Council. He is one of the most objective persons I have known, and I recommend his appointment. Lloyd C. Faulkner

January 27, 1972

For CSU Comments

Dr. Ronald L. Wiggins, Professor of Management, has been chosen as Director of the Colorado State University Organization Study it was announced this week by the Study Executive Committee. As Study Director, Dr. Wiggins will spend half time on the study coordinating the work of Task Groups, arranging for appropriate input by outside agencies, and preparing the final report. His background includes faculty membership at five institutions of higher education, and fourteen years' experience in industrial relations, organization planning, and research and development.

The Executive Committee has indicated that assignments to Task Groups will be made within the next two weeks. Approximately 130 faculty members have indicated interest in participating in the study. The Executive Committee has noted that applications for Task Group membership will be accepted until the final assignments are made. It was pointed out that the majority of applicants are senior faculty members and that applications from junior faculty members are encouraged.

## APPLICATIONS FOR TASK GROUP MEMBERSHIP

Name	Department	Undergraduate Education	Graduate Education	Continuing Education	Research and Creative Activities	Other
Abel, John H.	Physiology and Biophysics		x			
Alexander, A. F.	Pathology		x			
Anderson, B. Harold	Vocational Education			x		
Angell, Joseph W.	English (University Relations)				x	
Aro, Barbara	University Libraries	x				
Bagby, John R., Jr.	Microbiology			x		
Banks, William J.	Anatomy		2		1	
Blome, Arvin C.	Education		x			
Bodig, Jozsef	Forest and Wood Sciences				x	
Boersch, Alfred H.	Philosophy	x				
Brink, Kenneth M.	Horticulture			x		
Britton, Charles C.	Electrical Engineering	x				
Burns, Robert W.	University Libraries			Wherever needed		
Collier, John R.	Microbiology			2	1	
Cook, William B.	College of Natural Sciences			x		
Corrin, Myron L.	Atmospheric Science				x	
Crews, Donald L.	Forest and Wood Sciences	x				
Cringan, Alexander T.	Fishery and Wildlife Biology		x			
Daly, Joseph L.	Education	x	x			
Davis, Preston	Educational Media			x		
Dotzenko, A. D.	Agronomy		x			
Duffy, Marjorie R.	Hearing and Speech Science		x			
Epling, Glenwood P.	Anatomy				x	
Everhart, W. Harry	Fishery and Wildlife Biology		x			
Fagan, Irmel	Physical Education	1			2	
Faulkner, Lloyd C.	Physiology and Biophysics				x	
Flanagan, John A.	Education	x				
Frandsen, R. D.	Anatomy	x				x
Frayner, W. E.	Forest and Wood Sciences			x		
Furniss, Susan	Political Science	x				
George, James E.	Mathematics and Computer Science			x		
Gibson, James H.	Natural Resources Ecology Lab.				x	
Gillette, Edward L.	Radiology and Radiation Biology				x	
Goldsberry, Kenneth	Horticulture			x		
Gorman, Harry A.	Clinical Sciences			x		
Graupe, Daniel	Electrical Engineering		x			
Gravlee, Jack	Speech and Theatre Arts	x				

Numbers at the right indicate stated preferences.

## Applications for Task Group Membership

Name	Department	Undergraduate Education	Graduate Education	Continuing Education	Research and Creative Act.	Other
Hanan, Joe J.	Horticulture		x	x		
Hansen, Richard M.	Range Science	2	1			
Hanson, Margaret	Child Development & Family Rel.			x		
Hayes, B. D.	Industrial Sciences	Wherever needed				
Heitman, Sidney	History	x				x
Hershcopf, R. D.	University Libraries	x				
Hervey, Donald F.	Experiment Station					x
Hibler, Charles P.	Pathology		x			x
Hoffman, Carl J.	Extension Service			x		
Hopwood, M. L.	Physiology and Biophysics	x				
Hunter, Leslie Anne	Undergrad. Student, For. Languages	x				
Hurst, James C.	Psychology	x				
Huszar, Paul	Economics	x				
Innis, George	NREL (Mathematics)	x	x			x
Jaenke, Roger S.	Pathology					x
Jansen, G. Richard	Food Science and Nutrition	x	x			x
Jordan, J. Patrick	College of Natural Sciences					x
Kainer, Robert	Anatomy					
Kienholz, Eldon	Avian Science					x
Klein, Donald A.	Microbiology					x
Klopfenstein, Kenneth F.	Mathematics and Computer Science	x				
Kress, George	College of Business					x
Larson, Milton E.	Vocational Education		x			
Lawrence, R. M.	Political Science					x
Lebel, Jack	Radiology and Radiation Biology	x				
Lehman, Joe J.	Chemistry	x				
Low, Donald G.	Clinical Sciences			x		
Lueck, Antoinette	University Libraries		x			x
Lumb, William V.	Clinical Sciences		x			
Macksam, William G.	Horticulture	x				
Maness, Marion T.	Industrial Sciences	x				
Mark, Thomas	English	x				
Matott, Glenn	English	x				
McCann, Garth	English	x				
McComb, David	History	x				x
McGuire, Delbert	Technical Journalism	x				
McKee, Patrick L.	Philosophy		x			
Meiman, James R.	Watershed Sciences	1	3	4	2	
Mercer, Albert G.	Civil Engineering		x			
Miller, Byron F.	Avian Science	x				
Moreng, Robert E.	Avian Science		2			1

## Applications for Task Group Membership

Name	Department	Undergraduate Education	Graduate Education	Continuing Education	Research and Creative Act.	Other
Napoleon, Karen W.	University Libraries	x				
Nealey, Stanley M.	Psychology		1		2	
Ogg, James E.	Microbiology	x	x		x	
Paranka, Stephen	College of Business		x			
Phemister, Robert D.	Pathology		x			
Phillips, Robert W.	Physiology and Biophysics		x		x	
Pickett, Bill W.	Physiology and Biophysics			x		
Rasmussen, James	Atmospheric Science	x				
Reed, Edward B.	Zoology		x			
Reiter, Elmar	Atmospheric Science		x		x	
Rennat, Harry O.	Mechanical Engineering	x				
Rhoades, Marjorie	University Libraries		x		x	
Richards, Thomas C.	College of Business	x				
Seckler, David	Economics		x			
Sigel, William E.	Undergrad. Student, Sociology	x				
Sjogren, Douglas D.	Education (Human Factors Res. Lab.)				x	
Smith, Herbert A.	Education	x				
Smith, James A.	Watershed Sciences		2		1	
Sorensen, Donald	Economics			x		
Steinhoff, Harold	Fishery and Wildlife Biology	x				
Thomas, James E.	Admissions and Records	x				
Thomas, Maurice G.	Industrial Sciences	x				
Titley, Bonnie	Office of Academic Advising	x				
Trimble, Martha	English	x				
Turner, Ronny E.	Sociology and Anthropology	x				
Udall, Robert H.	Pathology		x			
Valentine, Ivan	Vocational Education				x	
Vanderbilt, M. D.	Civil Engineering	x				
Vander Werff, Terry	Mechanical Engineering	x				
Walker, James G.	Experiment Station (off campus)				x	
Ward, Richard T.	Botany and Plant Pathology		x			
Whitaker, Rosemary	English	x				
White, Louise W.	Occupational Therapy	x				
Wilcox, Arthur T.	Recreation Resources			x		
Wood, Marcile N.	Vocational Education	x				
Woolley, Tyler	Zoology		x		x	
Work, James C.	English	x			x	

## Applications for Task Group Membership

Name	Department	Unvergraduate Education	Graduate Education	Continuing Education	Research and Creative Act.	Other
Young, Robert Young, Stuart	Economics Pathology		x		x	
Zelle, Max R.	Radiology and Radiation Biology		x		x	
<u>Add:</u>						
Altman, Jack Ragouzis, Perry N. Ridgway, Val F. Rosenberg, Harry Tietz, William J. Wykstra, Ronald A.	Botany and Plant Pathology Art Business History Veterinary Medicine Economics	x x x x x		x		x x x

COLORADO  
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FORT COLLINS  
COLORADO  
80521

office of the academic vice president

This note will acknowledge receipt of your indication of willingness to participate in the forthcoming Organization Study of Colorado State University.

A large number of applications for various assignments have been received. Assignments will be made during the week of January 10, and the committees should begin work the following week. You will be notified about your possible participation in the project as soon as the Executive Committee has made its decisions.

Your interest in the Organization Study is appreciated.

Sincerely,



C. O. Neidt  
Academic Vice President



COLORADO  
STATE  
UNIVERSITYFORT COLLINS  
COLORADO  
80521

office of the academic vice president

February 10, 1972

TO: Dr. Harold Anderson  
Dr. John Bagby  
Dean William Cook  
Mr. Preston Davis  
Professor Margaret Hanson  
Dr. Carl Hoffman  
Dr. Donald Sorensen  
Dr. Arthur Wilcox

FROM: C. O. Neidt, for the Executive Committee of the  
Organization Study *C. O. Neidt*

SUBJECT: Committee Membership

The Executive Committee of the Organization Study of CSU is pleased to announce that the individuals listed above have been selected for membership in the Continuing Education Task Group. Please confirm your willingness to accept this assignment by calling Miss Grace Roetker, Extension 6614, prior to February 17, 1972.

A combined meeting of all the four task groups and the Executive Committee will be held at 3:00 p.m., February 18, in the Cherokee Park Room of the Student Center. Following a brief orientation, representatives of the Colorado Commission on Higher Education staff have been invited to discuss the role of Colorado State University in higher education in Colorado as they perceive it. It is felt that input from the Commission staff will be especially effective as background material as the groups initiate their work.

Each of you is to be commended for the interest you have shown in the Study, and we look forward to working with you to achieve a highly significant contribution to the progress of our university.

cc: Executive Committee



COLORADO  
STATE  
UNIVERSITYFORT COLLINS  
COLORADO  
80521

office of the academic vice president

February 10, 1972

TO: Dr. Arvin Blome  
Dr. Stephen Cox  
Dr. Richard Hansen  
Dr. Patrick McKee  
Dr. Stanley Nealey  
Dr. James Ogg  
Dr. Stephen Paranka  
Dr. Everett Richardson  
Dr. Tore Tjersland  
Dr. Robert Udall

FROM: C. O. Neidt, for the Executive Committee of the  
Organization Study *C. O. Neidt*

SUBJECT: Committee Membership

The Executive Committee of the Organization Study of CSU is pleased to announce that the individuals listed above have been selected for membership in the Graduate Education Task Group. Please confirm your willingness to accept this assignment by calling Miss Grace Roetker, Extension 6614, prior to February 17, 1972.

A combined meeting of all the four task groups and the Executive Committee will be held at 3:00 p.m., February 18, in the Cherokee Park Room of the Student Center. Following a brief orientation, representatives of the Colorado Commission on Higher Education staff have been invited to discuss the role of Colorado State University in higher education in Colorado as they perceive it. It is felt that input from the Commission staff will be especially effective as background material as the groups initiate their work.

Each of you is to be commended for the interest you have shown in the Study, and we look forward to working with you to achieve a highly significant contribution to the progress of our university.

cc: Executive Committee



COLORADO  
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UNIVERSITY  
FORT COLLINS  
COLORADO  
80521

office of the academic vice president

February 10, 1972

TO: Dr. Jozsef Bodig  
Dr. Kenneth Brink  
Dr. Myron Corrin  
Dr. James George  
Dr. George Kress  
Dr. David McComb  
Dr. Sumner Morrison  
Dr. Robert Phillips  
Dr. Perry Ragouzis  
Dr. Robert Young

FROM: C. O. Neidt, for the Executive Committee of the  
Organization Study *Conrad*

SUBJECT: Committee Membership

The Executive Committee of the Organization Study of CSU is pleased to announce that the individuals listed above have been selected for membership in the Research Task Group. Please confirm your willingness to accept this assignment by calling Miss Grace Roetker, Extension 6614, prior to February 17, 1972.

A combined meeting of all the four task groups and the Executive Committee will be held at 3:00 p.m., February 18, in the Cherokee Park Room of the Student Center. Following a brief orientation, representatives of the Colorado Commission on Higher Education staff have been invited to discuss the role of Colorado State University in higher education in Colorado as they perceive it. It is felt that input from the Commission staff will be especially effective as background material as the groups initiate their work.

Each of you is to be commended for the interest you have shown in the Study, and we look forward to working with you to achieve a highly significant contribution to the progress of our university.

cc: Executive Committee



COLORADO  
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UNIVERSITY

FORT COLLINS  
COLORADO  
80521

office of the academic vice president

February 10, 1972

TO: Mrs. Barbara Aro  
Dr. Douglas Benton  
Dr. Susan Furniss  
Dr. B. D. Hayes  
Dr. Richard Jansen  
Dr. Kenneth Klopfenstein  
Dr. Jacques Lebel  
Dr. Terry Vander Werff  
Dr. Ronald Wykstra

FROM: C. O. Neidt, for the Executive Committee of the  
Organization Study *C. O. Neidt*

SUBJECT: Committee Membership

The Executive Committee of the Organization Study of CSU is pleased to announce that the individuals listed above have been selected for membership in the Undergraduate Education Task Group. Please confirm your willingness to accept this assignment by calling Miss Grace Roetker, Extension 6614, prior to February 17, 1972.

A combined meeting of all the four task groups and the Executive Committee will be held at 3:00 p.m., February 18, in the Cherokee Park Room of the Student Center. Following a brief orientation, representatives of the Colorado Commission on Higher Education staff have been invited to discuss the role of Colorado State University in higher education in Colorado as they perceive it. It is felt that input from the Commission staff will be especially effective as background material as the groups initiate their work.

Each of you is to be commended for the interest you have shown in the Study, and we look forward to working with you to achieve a highly significant contribution to the progress of our university.

cc: Executive Committee



COLORADO  
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80521

office of the academic vice president

February 15, 1972

TO: Miss Christin Bradley - Undergraduate Education Task Group  
Miss Marie Borzo - Graduate Education Task Group  
Mrs. Martha Noel - Continuing Education Task Group  
Mr. William Sigel - Research and Creative Activity  
Task Group

FROM: C. O. Neidt, for the Executive Committee of the  
Organization Study *C. O. Neidt*

SUBJECT: Committee Membership

The Executive Committee of the Colorado State University Organization Study is pleased to invite each of you to accept membership on the task group indicated beside your name. You have been selected for this assignment because of your expressed interest in the organization of CSU and the endorsement of one or more faculty members and the Associated Students of Colorado State University. The study of the organization of Colorado State University is an extremely challenging one. We believe that your contribution will be valuable in helping to meet this challenge.

An organizational meeting of the four task groups and the Executive Committee will be held on Friday, February 18, from 3:00 to 5:00 p.m. in the Cherokee Park Room of the Student Center. At this meeting, the task groups will be oriented and will discuss the role of CSU in higher education in Colorado as perceived by the Colorado Commission on Higher Education. Dr. Frank Abbott, Executive Director of the Commission, will be a special guest at this session. We look forward to seeing you at this meeting.



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office of the academic vice president

February 10, 1972

TO:

FROM: C. O. Neidt, for the Executive Committee of the  
Organization Study *C. O. Neidt*

SUBJECT: Organization Study, Colorado State University

The Executive Committee of the Organization Study of CSU has completed its selection of members for the initial task groups of the Study. As you can imagine, with more than 130 applications, selection was especially difficult. Whereas you were not included among the membership selected for the initial task groups, we hope that it will be possible for you to contribute to the Study as a resource person or on additional ad hoc groups that may be formed as the Study proceeds. We are therefore keeping your indication of interest on file, and should the opportunity for you to contribute arise, we will contact you.

Your interest in the Organization Study is greatly appreciated. We intend to keep the faculty as fully informed as possible about the progress of the Study and opportunities for additional contributions. Thanks again for your interest in the project.



### MISSION OF TASK GROUPS

The mission of each Task Group is to study its cognizant area (Undergraduate Education, Graduate Education, Continuing Education, and Research and Creative Activity) and to make recommendations about changes, if any, which will improve University performance in that area.

Eventually, it is anticipated that the study in each area will involve:

- A. Structural Relationships
- B. Operating Procedures
- C. Financial/Budgeting Processes
- D. Objectives Setting.

It may be that other major aspects will be evolved during the study and/or through the deliberations of the Executive Committee.

Initial efforts will be directed toward Structural Relationships (this may well develop insights into the other major aspects). Since the Department, or functional equivalent, is the primary organizational unit of the University, it should be the focus for study of structural relationships.

It is not intended that Task Groups be bound by the assumption implicit in the foregoing--that departmental organization is necessarily correct. It is better to think of departmental organization as appropriate, until or unless some better organizational form develops through the studies.

Each Task Group should extend its studies of organizational structure beyond departments to the extent necessary to encompass all equivalents. Particular reference here is to any elements of organization which might be equivalents, perhaps in Research and Creative Activities as an illustration. Study of organizational structure above the departmental level should be deferred until later.

The studies will be conducted within the framework of general University goals and specific objectives. The Executive Committee has taken on the task of a more definitive statement of University objectives, in relationship to its basic purposes. These will be made available to Task Groups at a later date.

However, some of them were identified, in a preliminary way, within the original announcement of the Organization Study, as follows:

1. respond quickly and efficiently to changing societal needs.
2. identify and implement instructional innovation readily.
3. capitalize on the availability of off-campus as well as on-campus learning situations.
4. utilize interdisciplinary approaches to instruction, research, and service wherever appropriate.

5. provide quality learning experience to students in logical sequence.
6. implement sound management principles of economic efficiency and effective utilization of human resources.
7. encourage continuous interaction between inquiry and instruction.
8. provide appropriate circumstances for students to make meaningful educational and vocational choices.

A particular objective of University organization is to provide the conditions, circumstances, and relationships which facilitate faculty performance. This follows from the fact that faculty members are highly-trained professionals who function best in such an environment.

It may be that Task Groups will develop ideas, during their deliberations, about objectives considered desirable for the University, or for modification of the stated objectives when received from the Executive Committee. Such ideas should be transmitted to the Executive Committee.

While specific objectives will be necessary for completion, Task Group studies can be initiated without them. Broadly speaking, the work of Task Groups will be:

- A. Discovery
- B. Analysis
- C. Recommendations.

The determination of existing structural relationships--which is the discovery process--can proceed while the work on objectives goes on.

In general, this discovery process should encompass:

- I. Present objectives of
  - (a) departments
  - (b) major components therein
- II. Functions of the
  - (a) departments
  - (b) major components therein
- III. Activities performed.

It is anticipated that Task Groups may extend or modify this listing as they deliberate about the discovery activities relative to their cognizant areas.

Much of the data and some of the information about the present status of departments is believed to be available. Task Groups are asked to channel data requests through the Study Director, who will also coordinate and integrate study procedures of the Task Groups. Both of these measures are intended to minimize the impact upon departmental chairmen and other personnel.

As information is gathered and some of the analysis begins, Task Groups will want to keep three structural-functional principles of organizations in mind:

- A. Simplicity
- B. Relatedness
- C. Flexibility (adaptability).

These principles will be involved in the work on objectives by the Executive Committee.

COLORADO  
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80521

office of the academic vice president

August 1, 1972

TO: All Task Force and Executive Committee Members  
of the Organization Study

FROM: C. O. Neidt *C. O. Neidt*

SUBJECT: General Meeting, Tuesday, August 8, 2:30 p.m.,  
Room C-144, Social Sciences Building

There will be a one-hour meeting of Organization Study personnel on Tuesday, August 8, at 2:30 p.m., in Room C-144, Social Sciences Building. Purposes of the meeting will be:

1. Progress reports from task groups.
2. Report of reactions of the State Board of Agriculture and the staff of the Colorado Commission on Higher Education to the document, "The Mission of Colorado State University".
3. Discussion of future activity.



COLORADO STATE UNIVERSITY  
ORGANIZATION STUDY QUESTIONNAIRE

PART I

PLEASE DO NOT SIGN THE QUESTIONNAIRE. No individual return will in any way be identified with any faculty member in the report of the study. In order that the tabulation of responses may be statistically meaningful, it will be necessary to group them in accordance with certain characteristics. Please indicate for each of the items below the group in which you are located.

A. Your college

1. \_\_\_\_\_ Agricultural Sciences
2. \_\_\_\_\_ Business
3. \_\_\_\_\_ Engineering
4. \_\_\_\_\_ Forestry and Natural Resources
5. \_\_\_\_\_ Home Economics
6. \_\_\_\_\_ Humanities and Social Sciences
7. \_\_\_\_\_ Natural Sciences
8. \_\_\_\_\_ Veterinary Medicine and Biomedical Sciences

B. Your rank and position (check as many as applicable)

- |                                   |  |
|-----------------------------------|--|
| 1. _____ Professor                | 6. _____ Dean or Director              |
| 2. _____ Associate Professor      | 7. _____ Department Head               |
| 3. _____ Assistant Professor      | 8. _____ Administrative - Professional |
| 4. _____ Instructor               | 9. _____ Cooperative Extension Service |
| 5. _____ Other _____<br>(specify) | 10. _____ Experiment Station           |
|                                   | 11. _____ Other _____<br>(specify)     |

C. Your graduate faculty status

1. \_\_\_\_\_ member
2. \_\_\_\_\_ not a member

D. Your employment status

1. \_\_\_\_\_ Full-time, tenure
2. \_\_\_\_\_ Full-time, non-tenure
3. \_\_\_\_\_ Part-time

E. Indicate your total years of service on the faculty at this institution

1. \_\_\_\_\_ 21 or more years
2. \_\_\_\_\_ 16 - 20 years
3. \_\_\_\_\_ 11 - 15 years
4. \_\_\_\_\_ 6 - 10 years
5. \_\_\_\_\_ 3 - 5 years
6. \_\_\_\_\_ 1971 - 1972 is my second year
7. \_\_\_\_\_ 1971 - 1972 is my first year

F. Please check in the list below your principal kind of service at this institution (check only one item)

1. \_\_\_\_\_ Teaching undergraduate classes only
2. \_\_\_\_\_ Teaching graduate classes only
3. \_\_\_\_\_ Teaching both undergraduate and graduate classes
4. \_\_\_\_\_ Research
5. \_\_\_\_\_ Administration
6. \_\_\_\_\_ Other \_\_\_\_\_  
(Specify)

PART II

This section of the questionnaire is designed for you to indicate your beliefs about Undergraduate Education at the University.

Several of the items are followed by a scale numbered from 1 to 7. Please indicate your relative agreement or disagreement with the statement by circling an appropriate number on the scale. The number 4 indicates a neutral position. Numbers above 4 indicate the extent of your agreement; numbers below 4 indicate the extent of your disagreement.

Responses to other items in this section are indicated by their statement.

Comments may be made in the space following an item, or by attaching a separate sheet. If an item does not apply to your situation, please leave it blank.

A. Organization

	<u>Disagree</u>	<u>Agree</u>
1. The present organization of the University facilitates teaching in Undergraduate education.	1 2 3 4	5 6 7
2. There should be more multidisciplinary teaching (team teaching) in Undergraduate courses.	1 2 3 4	5 6 7
3. The present organization facilitates such multidisciplinary teaching.	1 2 3 4	5 6 7
4. Uniformity is important in multi-section courses.	1 2 3 4	5 6 7
5. There should be no all-University requirements for Undergraduate programs.	1 2 3 4	5 6 7
6. Complete curriculum planning and authority should be at the department level.	1 2 3 4	5 6 7
7. Complete curriculum planning and authority should be at the college level.	1 2 3 4	5 6 7
8. The authority of department heads should be increased.	1 2 3 4	5 6 7
9. The authority of deans should be increased.	1 2 3 4	5 6 7
10. The authority of Vice Presidents should be increased.	1 2 3 4	5 6 7
11. The authority of decision-making committees should be increased.	1 2 3 4	5 6 7
12. Research or creative activity by a faculty member is necessary for effective undergraduate instruction.	1 2 3 4	5 6 7
13. A graduate program is necessary for an effective undergraduate instruction.	1 2 3 4	5 6 7
14. Department heads should engage in some teaching and research or creative activities.	1 2 3 4	5 6 7
15. Deans should engage in some teaching and research or creative activities.	1 2 3 4	5 6 7
16. Time is made available to improve your teaching techniques and to become familiar with new technology (audio-visual, for example).	1 2 3 4	5 6 7
17. Undergraduate teaching is as well rewarded as research or creative activity.	1 2 3 4	5 6 7
18. Undergraduate curricula should emphasize preparing students for employment.	1 2 3 4	5 6 7

B. Admissions and Advising

	<u>Disagree</u>	<u>Agree</u>
19. Present admission standards are about right.	1 2 3 4	5 6 7
20. Admission standards should be uniform for all departments and colleges.	1 2 3 4	5 6 7
21. Advanced placement of students should be encouraged.	1 2 3 4	5 6 7

- |  | <u>Disagree</u> | <u>Agree</u> |
|--|-----------------|--------------|
| 22. Students should be allowed to secure college credit by examination.  | 1 2 3 4         | 5 6 7        |
| 23. A student should select a major at the time of his admittance.   | 1 2 3 4         | 5 6 7        |
| 24. A student should be given an opportunity to plan his own individual college program--with the help of an advisor and approval of an appropriate committee.                   | 1 2 3 4         | 5 6 7        |
| 25. Most of the pre-registration advising should be handled by the Office of Academic Advising.  | 1 2 3 4         | 5 6 7        |
| 26. Most career advising and counseling should be handled by the Office of Academic Advising.  | 1 2 3 4         | 5 6 7        |
| 27. As an advisor under the present system indicate in the left column the rank order of the following, according to how you spend your advising time ( 1-most time, and so on). |                 |              |

Present	Preferred	
_____	_____	Signing cards for pre-registration.
_____	_____	Advising students about required courses.
_____	_____	Advising students about elective courses.
_____	_____	Doing senior checks.
_____	_____	Advising students about University regulations, office locations, etc.
_____	_____	Advising students about overall college program.
_____	_____	Discussing career possibilities related to the major.

28. In the second column above, indicate by rank order how your advising time should be spent.

C. General

- |  | <u>Disagree</u> | <u>Agree</u> |
|--|-----------------|--------------|
| 29. Department Heads should be evaluated every five years by a faculty-student committee.  | 1 2 3 4         | 5 6 7        |
| 30. Deans should be evaluated every five years by a faculty-student committee.   | 1 2 3 4         | 5 6 7        |
| 31. Vice Presidents should be evaluated every five years by a faculty-student committee.   | 1 2 3 4         | 5 6 7        |
| 32. Indicate the rank-order of the following criteria for judging effectiveness of an undergraduate course ( 1-most important, and so on). |                 |              |

- |       |   |
|-------|---|
| _____ | Amount and level of material covered.   |
| _____ | Depth of student involvement in subject matter.                                   |
| _____ | Student performance on final examination.   |
| _____ | Relevance of course to student.   |
| _____ | Student enjoyment of course.  |
| _____ | Development of student as an independent learner.                                 |
| _____ | Student's understanding of subject and facility in communicating it with clarity. |
| _____ | Other - please specify _____  |

33. What organizational realignments will help you do your job in Undergraduate Education more effectively?

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34. What procedural changes will help you do your job more effectively?

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35. What services or improvements in present services will help you do your job more effectively?

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PART III

This section is designed for you to indicate your beliefs about Graduate Education at the University. It follows the same patterns for responses used in the preceding section.

Comments may be made in the space following an item or by attaching a separate sheet. If an item does not apply to your situation, please leave it blank.

A. General

36. Indicate, by ranking, the relative importance of the following factors in the present system of faculty evaluation (1-most important, and so on). If a factor does not apply to your situation, mark it N. A.

Present	Preferred	
_____	_____	ASCSU Course Evaluation.
_____	_____	Colleague evaluation, by direct observation.
_____	_____	Colleague evaluation, by indirect means (through professional association for example).
_____	_____	Department head evaluation.
_____	_____	Alumni evaluation (by students who had classes while on campus).
_____	_____	Evaluation by employer (or other post-graduate association) of students who had classes while on campus.
_____	_____	Amount of research funds obtained.
_____	_____	Dissemination of results of research or creative activities.
_____	_____	Self-evaluation.
_____	_____	Other - please describe _____

37. In the second column above, indicate by rank order of the factors which you consider most appropriate for faculty evaluation.

38. Considering the academic year just ending (and without regard to the sources of funds), indicate the percentage of time spent on the following activities (total should equal 100%).

Present	Preferred	
_____	_____	Undergraduate teaching and preparation.
_____	_____	Graduate teaching and preparation.
_____	_____	University service activities (Committees of all kinds--University, College, Departmental).
_____	_____	Funded research or creative activity.
_____	_____	Unfunded research or creative activity.
_____	_____	Extension services.
_____	_____	Continuing education.
_____	_____	Community service activities (at any level).
_____	_____	Other - please describe _____

39. In the second column above, indicate the percentage distribution of time which you would prefer.

B. <u>Organization</u>	<u>Disagree</u>	<u>Agree</u>
40. The present University organization is sufficiently flexible to permit timely adjustments to meet changing societal needs.	1 2 3 4	5 6 7
41. Departments should participate in determining and administering graduate programs.	1 2 3 4	5 6 7
42. Colleges should participate in determining and administering graduate programs.	1 2 3 4	5 6 7
43. The present graduate school organization permits a high degree of flexibility for both students and faculty.	1 2 3 4	5 6 7
44. Interdisciplinary programs for graduate students can be implemented readily within the present system.	1 2 3 4	5 6 7
45. Administrative restrictions do not impede effective teaching at the graduate level.	1 2 3 4	5 6 7
46. Faculty members have sufficient input in the governance and operation of graduate programs.	1 2 3 4	5 6 7
47. The present system maximizes utilization of faculty competence in graduate education and research.	1 2 3 4	5 6 7
48. Individual faculty members are more concerned with their own academic careers than with the education of students.	1 2 3 4	5 6 7
49. Departments are more concerned with departmental prestige than with the education of students.	1 2 3 4	5 6 7
50. Present graduate programs force study of irrelevant materials, rather than centering on the professional interests, needs, and goals of the student.	1 2 3 4	5 6 7
51. Present graduate programs provide for active involvement of students.	1 2 3 4	5 6 7
52. Present graduate programs include "real life" or practical professional applications.	1 2 3 4	5 6 7

C. Admissions and Advising

Disagree      Agree

- |  |               |
|--|---------------|
| 53. Admissions standards for graduate study are sufficiently high.   | 1 2 3 4 5 6 7 |
| 54. Undergraduates from C.S.U. are better prepared for graduate study than undergraduates from other universities. | 1 2 3 4 5 6 7 |
| 55. Present advising procedures for graduate students are adequate.  | 1 2 3 4 5 6 7 |
| 56. The present graduate committee system is satisfactory.   | 1 2 3 4 5 6 7 |
| 57. If the present committee system is not satisfactory, how should it be improved?                                |               |

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PART IV

This section is designed for you to indicate your beliefs about Research and Creative Activity at the University. The same scale numbering is used, for some items, in the particular ways indicated.

Comments may be made in the space following an item or by attaching a separate sheet. If an item does not apply to your situation, please leave it blank.

A. Organization

Disagree      Agree

- |  |               |
|--|---------------|
| 58. The present organization for research and creative activity is satisfactory.   | 1 2 3 4 5 6 7 |
| 59. Institutes, Centers, and similar groupings facilitate research and creative activity.                                    | 1 2 3 4 5 6 7 |
| 60. Funds for research or creative activity in your area of specialization are readily available.                            | 1 2 3 4 5 6 7 |
| 61. Interdisciplinary projects would enhance research or creative activity.  | 1 2 3 4 5 6 7 |
| 62. Administration for an interdisciplinary project involving scientists from two colleges should be vested in (circle one): |               |

- A. College with major interest
- B. Central Administration
- C. An appointed project coordinator
- D. Other - please describe \_\_\_\_\_

63. Where should the primary responsibility for obtaining research funds rest? \_\_\_\_\_

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64. Within the nine-months academic year, what is the proper amount of time a faculty member should spend on sponsored (funded) research or creative activity (circle one)?

- A. None
- B. Up to three months
- C. Four to five months
- D. More than five months
- E. Other - please describe \_\_\_\_\_

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65. Within the nine-months academic year, what is the proper amount of time a faculty member should spend on unsponsored (unfunded) research or creative activity (circle one)?

- A. None  
 B. One month  
 C. Two months  
 D. Three months  
 E. More than three months  
 F. Other - please describe \_\_\_\_\_

66. Indicate the relative importance, for further research or creative activity, of the following areas of support:

	<u>Unimpor-</u> <u>tant</u>				<u>Impor-</u> <u>tant</u>		
Assistance in proposal preparation.	1	2	3	4	5	6	7
Establishing a proposal preparation section.	1	2	3	4	5	6	7
Time available.	1	2	3	4	5	6	7
Information on available research funding.	1	2	3	4	5	6	7
Travel funds for seeking research grants.	1	2	3	4	5	6	7
Clerical support.	1	2	3	4	5	6	7
Technical assistance.	1	2	3	4	5	6	7
Seed-money allocations.	1	2	3	4	5	6	7
Research-relations representative in Washington.	1	2	3	4	5	6	7
Research-relations representative in Denver.	1	2	3	4	5	6	7
Others - please describe _____	1	2	3	4	5	6	7

67. Indicate the extent to which each of the following factors limit funded research or creative effectiveness:

	<u>Major</u> <u>Limitation</u>				<u>No</u> <u>Limitation</u>		
Time available.	1	2	3	4	5	6	7
Financial support.	1	2	3	4	5	6	7
Civil service policies.	1	2	3	4	5	6	7
Media (A/V aids, etc.).	1	2	3	4	5	6	7
Computer resources.	1	2	3	4	5	6	7
Other services (statistical lab., for example).	1	2	3	4	5	6	7
Space.	1	2	3	4	5	6	7
Physical facilities (equipment, for example).	1	2	3	4	5	6	7
Library resources.	1	2	3	4	5	6	7
College red tape.	1	2	3	4	5	6	7
Department red tape.	1	2	3	4	5	6	7
Lack of information about availability of funds.	1	2	3	4	5	6	7
Others - please describe _____	1	2	3	4	5	6	7

68. Indicate the importance of each of the following factors for unsponsored (unfunded) research or creative activity.

	<u>Unimpor-</u> <u>tant</u>				<u>Impor-</u> <u>tant</u>		
Travel funds.	1	2	3	4	5	6	7
Time available.	1	2	3	4	5	6	7
Physical facilities.	1	2	3	4	5	6	7
Clerical help.	1	2	3	4	5	6	7
Incentive.	1	2	3	4	5	6	7
Others - please specify _____	1	2	3	4	5	6	7

69. In the future, administration of research and creative activities should rest in (circle one):

- A. A vice-president
- B. Elected research council
- C. Appointed research council
- D. College dean
- E. Department head
- F. Individual faculty member
- G. Other - please describe \_\_\_\_\_

70. Comments about future research administration or organization:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Status

71. Major emphasis of C.S.U. research and creative activity should be (circle one):

- A. Basic
- B. Applied

72. Orientation of present research and creative activity is (rank - 1 being most important, and so on):

Present	Preferred	
_____	_____	Local
_____	_____	State
_____	_____	National
_____	_____	International
_____	_____	Other - please describe _____

73. In the second column above, indicate the desirable orientation of research and creative activity.

74. Indicate the significance of the research image of C.S.U. in your area of specialization:

	<u>Not</u> <u>Significant</u>				<u>Significant</u>		
Within the State	1	2	3	4	5	6	7
Nationally	1	2	3	4	5	6	7
Internationally	1	2	3	4	5	6	7
Others - please describe _____	1	2	3	4	5	6	7

75. Indicate your perception of the significance attached to your research or creative activity by the following:

	<u>Not Significant</u>			<u>Significant</u>			
Peers (and colleagues)	1	2	3	4	5	6	7
Department head	1	2	3	4	5	6	7
Dean	1	2	3	4	5	6	7
University Administration	1	2	3	4	5	6	7
Commission on Higher Education	1	2	3	4	5	6	7
Legislature	1	2	3	4	5	6	7
Governor's office	1	2	3	4	5	6	7
Federal Agencies	1	2	3	4	5	6	7
Other - please specify _____	1	2	3	4	5	6	7

76. Indicate the significance of statements that research or creative activity is a principal requirement for:

	<u>Not Significant</u>			<u>Significant</u>			
Tenure	1	2	3	4	5	6	7
Promotion	1	2	3	4	5	6	7
Salary increase	1	2	3	4	5	6	7
Others - please describe _____	1	2	3	4	5	6	7

PART V

This section is designed for you to indicate your beliefs about Continuing Education at the University. The same scale numbering of previous sections is used for most items to indicate the extent of your agreement or disagreement with the statement.

Continuing Education includes both credit and non-credit educational services, on or off campus, for individuals not regularly enrolled in the resident programs of the University.

Comments may be made in the space following an item or by attaching a separate sheet. If an item does not apply to your situation, please leave it blank.

A. Participation

77. Have you participated in Continuing Education (courses, workshops, institutes, etc.), either on-campus or off-campus, while at C.S.U. (check one)?

Yes  No

78. Have you participated in Continuing Education at other Universities?

Yes  No

	<u>Disagree</u>			<u>Agree</u>			
79. Faculty members should participate in Continuing Education.	1	2	3	4	5	6	7
80. Most faculty members do not have the time to participate in Continuing Education.	1	2	3	4	5	6	7

	<u>Disagree</u>	<u>Agree</u>
81. Faculty members would participate in Continuing Education if it counted in their teaching load.	1 2 3 4	5 6 7
82. Faculty members would participate in Continuing Education if done as an extra assignment for extra compensation.	1 2 3 4	5 6 7
83. Department heads encourage faculty participation in Continuing Education.	1 2 3 4	5 6 7
84. Deans encourage faculty participation in Continuing Education.	1 2 3 4	5 6 7
85. Faculty participation in Continuing Education is adequately recognized in personnel actions.	1 2 3 4	5 6 7
86. The University should expand its Continuing Education activities.	1 2 3 4	5 6 7
87. Comments: _____		
_____		
_____		

B. Organization

	<u>Disagree</u>	<u>Agree</u>
88. The present organization facilitates faculty participation in Continuing Education.	1 2 3 4	5 6 7
89. The present organization provides adequate visibility of Continuing Education programs and possibilities to faculty.	1 2 3 4	5 6 7
90. The present organization provides adequate visibility of C.S.U. Continuing Education programs to prospective clientele.	1 2 3 4	5 6 7
91. What factor (or factors) at C.S.U. encourage faculty participation in Continuing Education?		
_____		
_____		
_____		
92. What factor (or factors) at C.S.U. inhibit faculty participation in Continuing Education?		
_____		
_____		
_____		
93. Assuming that Continuing Education is, quite possibly, the direction of the future ("The University Without Walls"), what should be done at C.S.U. to move in the direction of that future?		
_____		
_____		
_____		

## PART VI

This section is designed for you to indicate your beliefs about objectives for the University with some general items in the first part. The same scale numbering is used in the particular ways indicated.

Comments may be made in the space following an item or by attaching a separate sheet. If an item does not apply to your situation, please leave it blank.

<u>A. General</u>	<u>Disagree</u>	<u>Agree</u>
94. The present organizational structure of the University provides for adequate communications from faculty to administration.	1 2 3 4	5 6 7
95. The present organizational structure of the University provides for adequate communications from administration to faculty.	1 2 3 4	5 6 7
96. Faculty participation in the determination of academic policies and procedures is satisfactory.	1 2 3 4	5 6 7
97. Faculty participation in the determination of policies for admission and retention of students is satisfactory.	1 2 3 4	5 6 7
98. Faculty participation in the general academic affairs of the department is satisfactory.	1 2 3 4	5 6 7
99. Faculty participation in the development of departmental budgets is satisfactory.	1 2 3 4	5 6 7
100. Considering the academic year just ending, make an approximation of the average number of hours per week which you devoted to University activities of all kinds (teaching, research, service, etc.).	_____	hours per week
<u>B. Objectives</u>	<u>Unimpor- tant</u>	<u>Impor- tant</u>
101. Assure that graduating students have achieved some level of reading, writing, and mathematics competency.	1 2 3 4	5 6 7
102. Assure that students acquire basic knowledge in the humanities, social sciences, and natural sciences.	1 2 3 4	5 6 7
103. Develop students' ability to synthesize knowledge from a variety of sources.	1 2 3 4	5 6 7
104. Help students identify personal goals and develop means for achieving them.	1 2 3 4	5 6 7
105. Develop educational programs geared to existing and emerging career fields.	1 2 3 4	5 6 7
106. Offer graduate programs in professional and scientific fields.	1 2 3 4	5 6 7
107. Perform contract research for government, business, or industry.	1 2 3 4	5 6 7
108. Provide opportunities for continuing education for adults.	1 2 3 4	5 6 7
109. Respond to regional and national priorities in developing new educational programs.	1 2 3 4	5 6 7
110. Assure individuals the opportunity to participate or be represented in making decisions affecting them.	1 2 3 4	5 6 7
111. Maintain a climate in which communication throughout the organizational structure is open and candid.	1 2 3 4	5 6 7
112. Maintain a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests.	1 2 3 4	5 6 7



DRAFT

May 16, 1972

TO: General Faculty

FROM: C. O. Neidt and Ronald Wiggins, Director  
Academic Vice President CSU Organization Study

SUBJECT: Faculty Questionnaire

In January, 1972, four faculty Task Groups were appointed to study the academic and research organization of Colorado State University. These Task Groups--Undergraduate Education, Graduate Education, Continuing Education, and Research and Creative Activity--have combined their efforts to seek faculty input into the Organization Study through the development of the enclosed questionnaire. On behalf of these four Task Groups, we are asking all members of the General Faculty to complete this questionnaire and return it by May \_\_\_\_\_, 1972.

Although the questionnaire is long, we hope you will give careful consideration and thoughtful responses to all items. By doing so, you can effectively participate in defining University objectives and organization.

Your individual response is urgently requested since the best understanding of faculty beliefs comes through total participation. Please add additional sheets of comments on any points you wish, whether or not contained within the questionnaire. Anonymity is assured, as inspection of the questionnaire will verify.

Thank you for your participation. Results will be published in issues of CSU Comments.

EXCERPTS FROM CSU COMMENTS

November 2, 1972

Faculty, Staff Give Views in Organization Study Questionnaire

Department heads should engage in some teaching and research or creative activities.

Advanced placement of students should be encouraged.

Students should be allowed to secure college credit by examination.

CSU faculty and staff members responding to a university organization study questionnaire indicated stronger feelings about these three points than any other items listed in the undergraduate education section of the material.

Of the 700 members of the faculty and staff answering the questionnaire last spring, 193 held the rank of assistant professor, 188 were full professors and 180 associate professors. Fifty-three department heads, 30 deans or directors and 30 administrators were included.

Dr. R. L. Wiggins, professor of management and director of the organizational study project, said slightly less than 50 per cent of the personnel receiving questionnaires responded. Forty-one per cent of those participating taught both undergraduate and graduate courses.

Besides the undergraduate education section, the study includes divisions concerning graduate education, continuing education and research and creative activity.

In this article, CSU Comments will report on results of the undergraduate segment. Articles dealing with the other sections will follow in subsequent issues.

The faculty's strong feeling about the points mentioned previously are indicated by the fact that 82 per cent said department heads should participate in some teaching and research, that 79 per cent favored advanced placement of students and that 77 per cent agreed students should be allowed college credit by examination.

Among other items attracting the most support:

--Undergraduate teaching is as well rewarded as research or creative activity (76 per cent disagreed).

--Department heads should be evaluated every five years by a faculty-student committee (76 per cent agreed).

--A student should be given an opportunity to plan his own individual college program--with the help of an adviser and approval of an appropriate committee (73 per cent agreed).

Excerpts from CSU Comments

In portions of the project requesting a ranking of advising time spent, the respondents said that advising students about required courses took the most time and that they spent the least amount of time doing senior checks. However, they preferred spending the most advising time discussing career possibilities with students relative to the major field of study.

In another section of the study, the participants rated "the student's understanding of the subject and facility in communicating it with clarity" as the most important criterion for judging effectiveness of an undergraduate course.

Most of the items in the questionnaire permitted respondents to indicate extent of agreement or disagreement by means of a seven-point scale (1-2-3-4-5-6-7).

To facilitate understanding, the responses were compressed into categories of disagreement, neutrality or agreement. Percentages of responses in these categories are shown in the report on pages 3-4 under the headings of "D N A."

In addition, the differences between the percentages of agreement and disagreement are shown for comparisons of reactions.

Reporting questionnaire results in this manner should make it easier for readers to assess faculty reactions. Those interested in the responses according to the original seven-point scale are invited to contact Wiggins at 491-5221.

November 9, 1972

CSU Organization Study--Graduate Education

The judgment of department heads is considered the most important factor in the evaluation of the performance of faculty members in graduate education. The respondents ranked dissemination of results of research or creative activity as the second most important factor and the amount of research funds obtained as the next most important.

Rated the least important in the present faculty evaluation system was evaluation by an employer (or other postgraduate association) of students who had classes while on campus.

Those answering the questionnaire felt evaluation of department heads was appropriately the most important, but that the amount of research funds obtained should be the least important.

Respondents indicated most of their work time (average of 44.15 per cent) was spent in undergraduate teaching and preparation and that the least amount (9.48 per cent) was spent in continuing education.

Excerpts from CSU Comments

A statement that "departments should participate in determining and administering graduate programs" drew the strongest response. Ninety-three per cent of the respondents agreed with the statement, while just 2 per cent disagreed and 5 per cent was neutral.

Other items attracting the highest degree of accord in the organization portion of the graduate education section were:

--Colleges should participate in determining and administering graduate programs (70 per cent agreed);

--Present graduate programs provide for active involvement of students (56 per cent agreed); and

--The present university organization is sufficiently flexible to permit timely adjustments to meet changing societal needs (55 per cent disagreed).

The consensus was somewhat less solid in the consideration of four items in the admissions and advising segment of the report:

--Fifty-five per cent agreed that admission standards for graduate study are sufficiently high.

--Forty-four per cent disagreed that undergraduates from CSU are better prepared for graduate study than undergraduates from other universities.

--Forty-six per cent supported the statement that "present advising procedures for graduate students are adequate."

--Fifty-two per cent agreed that the present graduate committee system is satisfactory.

Reports on response to items in questionnaire sections dealing with research and creative activity, continuing education, and objectives will be published in subsequent issues of Comments.

November 16, 1972

CSU's Organizational Study--Research, Creative Activity

Faculty and staff members responding to the survey felt they should spend up to three months of the academic year on sponsored research or creative activity and about one month on unsponsored research.

But the general feeling was that the university's present organization for research and creative activity is unsatisfactory.

Reaction to the questionnaire reflected the considerable emphasis the faculty places on the availability of funds and time for research work.

"Information on available research funding" was ranked as the most important area of support for further research or creative activity. Ninety per cent of the respondents rated it the most significant item.

Ranked as the second most important item was time available for the research work, which attracted 88 per cent agreement.

In line with this response was the ranking of available time and financial support as the two factors which most limit effectiveness of research work. Eighty-two per cent of those participating in the survey marked time available and 79 per cent rated financial support as the major limiting items.

Ranked as the third most important limiting factor was "lack of information about the availability of funds."

Eighty-nine per cent of the respondents labeled time available as the most important factor in unsponsored research pursuits.

In response to other portions of the questionnaire dealing with research and creative activity, the faculty indicated that

--administration of the research should most appropriately be handled by the individual faculty member, with a department head or a vice president preferred as a second choice;

--major emphasis of CSU activity should be on applied (74 per cent as opposed to basic 26 per cent) research.

--CSU research currently is oriented primarily toward the national level, but orientation slightly more toward the state level is desired;

--the significance of CSU's research image nationally was rated slightly higher than that within Colorado and considerably higher than the image internationally;

--department heads attach more significance to research projects conducted by faculty members in their areas than does any other group within or outside the university;

--research and creative activity is a highly important requirement for professional self improvement; 85 per cent of the respondents indicated the work is significant in the opportunity for promotion and 82 per cent said it is significant in the chance for salary increase and 75 per cent said it has considerable significance in gaining tenure.

Excerpts from CSU Comments

November 30, 1973

Faculty Favors Continuing Education

Faculty members indicated they were highly in favor of participating in continuing education, but they felt strongly that the organization of the university wasn't well suited to an effective continuing education program.

However, the questionnaire was circulated before the establishment last summer of the CSU Center for Continuing Education (CCE) and Carl Hoffman, director of the center, cautions that the faculty evaluation was made on the basis of the previous organization.

He feels that the institution of the center has done and is doing much to further the program and improve the faculty's attitude toward CSU's efforts in the field of continuing education.

"I have been overwhelmed and pleased with the support and commitment given (the center) by our deans, department heads and faculty," Hoffman said.

Results of the questionnaire showed that 66 per cent of the respondents had participated in continuing education either on or off campus at CSU and that 50 per cent had participated in the program at another university.

Seventy-nine per cent agreed with the statement that "faculty members should participate in continuing education," but 55 per cent felt they didn't have enough time to participate while 30 per cent felt they did have the time.

Eighty per cent of those responding indicated they would participate if the continuing education work counted in their teaching load, and 77 per cent said they would participate if they received extra compensation for the CE assignments.

A statement that "faculty participation in continuing education is adequately recognized in personnel actions" drew a negative reaction with 56 per cent disagreeing with the statement, 14 per cent agreeing and 30 per cent indicating neutrality.

Respondents were in solid agreement that the university should expand its continuing education activities, which it has done by establishing the center.

The most negative response was indicated by the disagreement of 64 per cent on the statement that "the present organization (as of last spring) provides adequate visibility of continuing education programs and possibilities to faculty."

Hoffman said that with the inauguration of the CCE "a number of policies, procedures and mechanics have been worked out enabling the center to give continuing education at CSU greater visibility both internally and outside.

"We are serving as a link between clientele groups and faculty members," he added.

Excerpts from CSU Comments

December 7, 1972

Results of Organization Study

A statement that "faculty participation in the general academic affairs of the department is satisfactory" drew the most positive response among items listed in the "general" segment of the objectives section of the questionnaire.

Sixty-four per cent of the respondents agreed with this statement, 24 per cent disagreed and 12 per cent were neutral.

However, a statement that "faculty participation in the development of departmental budgets is satisfactory" drew the most negative response with 61 per cent disagreeing, 25 per cent agreeing and 14 per cent neutral.

Most of those answering the questionnaire felt that faculty participation in the determination of policies for admission and retention of students is satisfactory (42 per cent agreed, 32 per cent disagreed, 26 per cent were neutral).

But a statement that "faculty participation in the determination of academic policies and procedures is satisfactory" attracted a mostly negative reaction (54 per cent disagreed, 29 per cent agreed, 17 per cent were neutral).

Regarding the aspects of communications, respondents felt, in general, that the present organizational structure of the university provides for adequate communications from the administration to the faculty but not for adequate communications in the reverse direction, faculty to administration.

Faculty members estimated that they devoted an average of 56.72 hours per week to university activities of all kinds (teaching, research, service, etc.) during the 1971-72 academic year.

Provision of opportunity for open communication throughout the university and for informal student-faculty discussions was ranked most important in the final portion of the objectives section.

A statement that the university should "maintain a climate in which communication through the organizational structure is open and candid" was given an average importance rating of 6.14 on a 7-point scale.

Ranked at 6.10 was a statement that the university should "maintain a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests."

The thought that the university should "maintain a climate on campus in which continuous educational innovation is accepted as an institutional way of life" was considered the third most important objective, drawing a ranking of 5.91.

Excerpts from CSU Comments

December 14, 1972

Organizational Study Reaction Emphasizes Needs of Students

"To expose people to ideas and teach them to think."

"Teach the student to think."

"To teach to think analytically--critically."

"To provide the proper environment for the educational processes to take place for all students."

These were among responses to an open-ended question listed on the organizational study questionnaire distributed among faculty and staff members last spring.

The question asked respondents to list the single most important objective of the university.

Most of the reaction stressed the importance of fulfilling the educational needs of students, particularly in stimulating them to think.

"Teaching . . . learning . . . preparation for career and future living. The student should be No. 1 in importance," replied one respondent.

Another wrote: "To train students to think for themselves and make sound, substantial judgments based upon available data."

Among other answers pertaining to this concept were: "To help students become thinking, questioning and questing individuals" and "To teach students to think deeply and well and humanistically (i.e., with love and concern for humanity)."

A number of the replies emphasized a broader approach:

"To provide undergraduate, graduate and continuing education which will enable students and faculty to grow and develop in their chosen professional field and enjoy a higher quality of life."

--"To develop young minds; also, to inspire them with interesting courses and competent instructors in an atmosphere of learning."

--"Education of the state's residents with emphasis on teaching matters of practical, social, economical and environmental importance."

--"To educate undergraduates and graduate students in the various disciplines; it is NOT to be a 'trade' school."

--"To assist an individual to become a whole person (physical, mental, social, spiritual) with worthwhile goals."

--Several other responses included the thought that research is important. For instance:

--"Dissemination of knowledge, but the creation of knowledge is virtually as important--teaching AND research."

--The education of students, but integral to good teaching is creative research."

--"Development of creative research programs with national and international visibility."

The statement concluding the questionnaire called for a listing of "other objectives which should be considered."

Research, service to the state and community, and emphasis on continuing education were areas frequently recommended in responses to this item.

Among other reactions to the final questionnaire item:

--"Achieving a high degree of academic excellence in sectors of our campus where we have this potential and avoid trying to be all things to all people."

--"To provide as broad-based as possible curriculums which challenge and motivate the student intellect, yet meet those requirements which make him employable."

--"Raising admission requirements for students in both the undergraduate and graduate programs. An effort should be made to screen for motivation, curiosity and energy as well as grades in entering students."

Additional information on responses to the objectives section and other areas of the questionnaire is available from Dr. R. L. Wiggins, professor of management and director of the organizational study project, telephone 491-5221.

## POSITION PAPER FOR DEFINING ADMINISTRATIVE ACADEMIC UNITS

H. R. Richards

All administrative academic units will operate under the Code of Colorado State University. Most units will also have their own code which is consistent with the CSU Code.

- 1) CENTER - See CSU definition.
- 2) COLLEGE - Is an academic administrative unit that consists of more than one Department and may include one or more Schools. It functions within the University educational programs with responsibility to Faculty Council at both the undergraduate and graduate levels. A College has a head designated as "Dean" who is administratively responsible to the Academic Vice President.
- 3) DEPARTMENT - Is the basic academic administrative unit of the University and is within a College or School. It formulates academic programs for its own majors at both the undergraduate and graduate level, all such programs being responsible to Faculty Council. It has a head designated as "Head" or "Chairman" depending on whether the Head is appointed or the Chairman is elected. The Head or Chairman is administratively responsible to the Dean of the College.
- 4) GRADUATE SCHOOL - Shall have general charge of all graduate work offered by the University. It shall be headed by a "Dean" and consist of the Dean, the Graduate Council, the Graduate Faculty.
- 5) INSTITUTE - See CSU definition.

- 6) OFFICE - Is an administrative unit not directly responsible for any academic program as such, but does directly support the academic programs of the University by providing services, e.g., Office of Admissions and Records, Office of Educational Media. It has a head designated as "Director" or by an established title such as Registrar, administratively responsible to the appropriate Vice President.
- 7) SCHOOL - Is within a College and may or may not be departmentalized. It may or may not offer graduate courses or direct graduate student programs. It is concerned with a particular undergraduate program and has responsibility to Faculty Council. It has a head designated as "Director" who is administratively responsible to the Dean of the College.

