

SPECIAL SENATE MEETING

MONDAY, JUNE 4, 1962

3:30 P.M.

MURPHY HALL AUDITORIUM

The membership of the Senate totals 172 including 132 elected members and 40 ex officio members (32 Administrative Committee and 8 Faculty Consultative Committee). For a quorum, a majority of the membership (87) must be present. Constitution changes require advanced publication and 115 affirmative votes. By-Law changes require 87 affirmative votes. Other actions require only a simple majority of members present and voting.

Faculty members entitled to vote for Senate members may be present at Senate meetings but shall not be entitled to vote or make motions. Such faculty may, at their request and with the approval of the Senate, be given the privilege to speak on matters under consideration in which they have an interest.

Members of standing committees who are not members of the Senate, including student members, may be present at a meeting of the Senate during such time as a report of their committee is under discussion and may participate in such discussion, but shall not have the privilege of making motions or of voting.

A special section will be provided for the seating of such faculty and such members of standing committees.

ATTENDANCE RECORD

A roll of elected and ex officio members will be circulated during the meeting. Members will please check their names to indicate their presence. If the list misses you please stop afterward to check your name. The roll, after adjournment, will be on the rostrum.

An attendance record for nonmembers will also be circulated and will be on the rostrum after the meeting.

As voted by the Senate, a summary of the attendance of members elected for the current academic year will be included in the June minutes.

NOT FOR RELEASE PRIOR TO THE SENATE MEETING

Year 1961-62

No. 10

UNIVERSITY OF MINNESOTA THE SENATE DOCKET

June 4, 1962

Your Committee on Business and Rules respectfully presents the following matter for consideration:

REPORT OF THE COMMITTEE ON EDUCATION

Reported for Action

Report on University Reorganization

Introduction

The Senate Committee on Education believes that as a product of 2 years' discussion and examination of the problem of University reorganization, it is now possible to present for action to the Senate a proposal for reorganization. The proposal which follows has been prepared in the light of certain assumptions which seem to the committee consistent with the faculty's desire both to preserve administrative relationships which have worked well in the past, and yet to bring into being administrative structures and relationships which will permit the University better to fulfill its several purposes. These assumptions are:

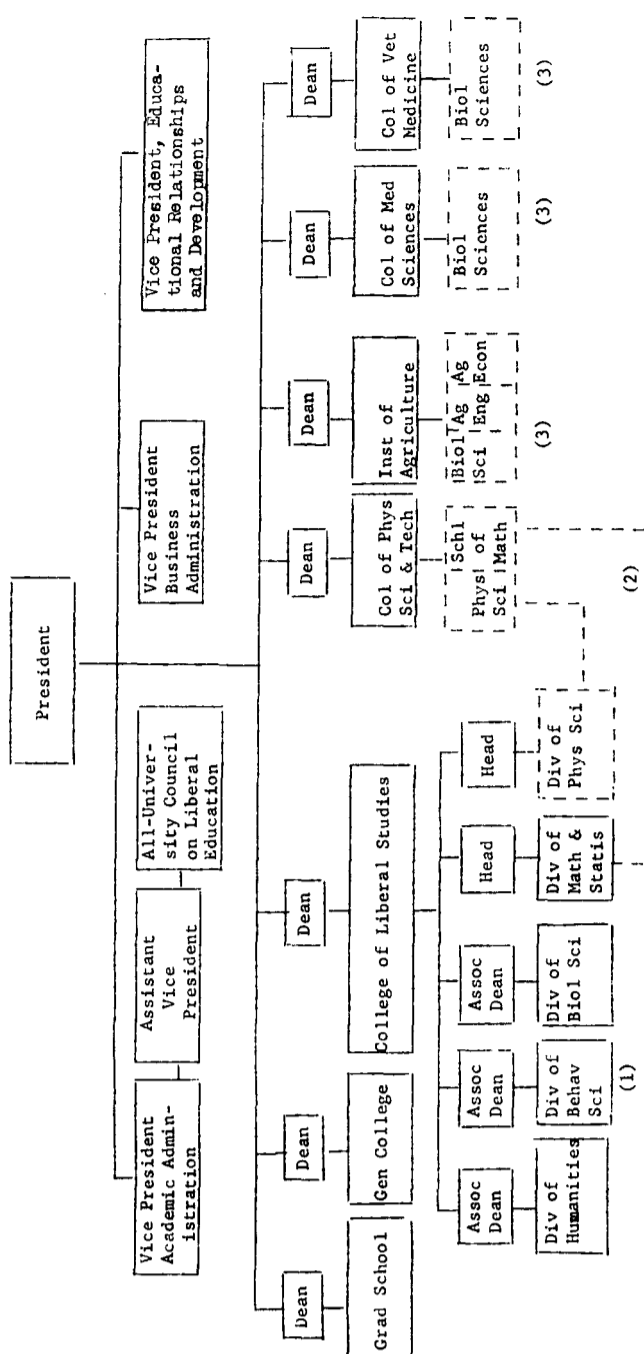
1. That all students receiving the Bachelor's degree from the University of Minnesota should have experienced a basic education in liberal disciplines defined in terms of certain minimum requirements in liberal education. The definition of these minimum requirements, and of the kinds of instruction, examination procedures, etc., which will be needed to make them effective, is the responsibility of all colleges of the University.
2. That responsibility for defining, supervising, and keeping under study all-University "floor" requirements for all Bachelor's degrees should be fixed in a faculty group properly representative of the entire University to be named the All-University Council on Liberal Education, and to be headed by an administrative officer of the University.
3. That the responsibility for defining and granting the B.A. degree be vested solely in the faculty of a newly constituted College of Liberal Studies, subject as are all Bachelor's degrees to the floor requirements set by the All-University Council on Liberal Education.
4. That all departments of the University offering a major for the B.A. degree, wherever located budgetarily, should be members of the faculty of the College of Liberal Studies. Certain departments not now offering a major for the B.A. degree should be encouraged to develop a curriculum for this degree, and should become members of the faculty of the College of Liberal Studies when the curriculum is developed, and approved by the College of Liberal Studies.
5. That there is obvious merit in bringing departments with strong common interests in certain kinds of subject matter, or methods of treating knowledge, into close administrative and physical relationship. This means at the University of Minnesota that it would be desirable insofar as possible for departments to be organized into groups according to some set of categories such as humanities, behavioral sciences, physical sciences, and biological sciences. The organization of the University should be such as to encourage the further development of such groups of departments.

Specific Recommendations on Departmental Location and College Organization

1. The present administrative relationship of most of the physical sciences and engineering is working well from the point of view of the strength of the physical sciences and the strength of professional education in engineering. This relationship should not be fundamentally disturbed. Rather a College of Physical Science and Technology should be used as a locus for the physical sciences at Minnesota. Departments of physical science offering majors leading to the B.A. degree should have joint membership in the College of Liberal Studies, and should constitute a Division of Physical Science in the College of Liberal Studies. (See item 4, under Explanatory Notes, on the organization of this division).
2. The biological sciences at Minnesota are now scattered among four administrative centers: College of Science, Literature, and the Arts; Institute of Agriculture; College of Medical Sciences; and College of Veterinary Medicine. Present reorganization should envisage a movement toward greater physical and administrative unification of the biological sciences. The organizational plan here recommended is designed to facilitate rather than prevent progress toward unification.
3. The two mathematics departments at the University of Minnesota should keep under study the possible merit of unification. Administrative unification of these departments at this time seems undesirable in view of the strong ties of the two departments to separate colleges. Physical relocation of the two departments in a single building (Ford Hall) is now anticipated. This relocation seems to the committee consistent with its assumptions about University reorganization, and consistent with the possibility of future administrative change.
4. The movement of the Department of Geology into a College of Physical Science and Technology is consistent with the committee's assumptions, and is so recommended.
5. The movement of the Department of Astronomy into the College of Physical Sciences and Technology is also consistent, and is so recommended.
6. The movement of the Department of Economics into a Division of Behavioral Science in the College of Liberal Studies is also consistent, and is so recommended. Such a movement of the department in a budgetary sense assumes that the department would continue its functional membership in the School of Business Administration, as well as its existing interrelationship with the College of Physical Science and Technology, and the College of Agriculture, Forestry, and Home Economics.
7. The assumptions and interpretations now accepted by the committee suggest that a traditional College of Science, Literature, and the Arts as a single "administrative-budgetary" structure is, in fact, no longer a reality at the University of Minnesota. At the same time the traditional function of such a college in presenting a program of undergraduate study which makes sense to the student seeking a nonprofessional degree, or the B.A. degree, must be secured and strengthened. Accordingly, a reconstituted College of Liberal Studies is proposed, with provision for strong internal divisional organization and offering full faculty membership to departments offering majors leading to the B.A. degree wherever these departments are located budgetarily.

The following diagram indicates the major structural relationships which would be established by the recommendations of the committee:

DIAGRAM OF PLAN X



Footnotes
1. Differences of opinion exist as to the proper names to be given the various divisions of the College of Liberal Studies, especially in the case of the Division of Behavioral Science. The committee has recommended its choice of names but recognizes the fact that the faculty of a division would act on such a choice.
2. The dotted lines indicate that the Schools of Physical Science in the College of Physical Science and Technology would constitute the Division of Physical Science in the College of Liberal Studies; and that the faculty of the School of Mathematics and Statistics in the College of Liberal Studies and Technology would be members of the Division of Mathematics and Statistics in the College of Liberal Studies.
3. The dotted boxes below the Institute of Agriculture, the College of Medical Sciences, and the College of Veterinary Medicine indicate the budgetary presence in these units of departments and faculty interacting with the concerns of divisions or departments in other colleges. The committee proposes an active and growing relationship among the Biological Sciences at Minnesota wherever budgetary involvement of Agricultural Economics in the work is discussed in item 3, under Explanatory Notes, of this report. Similarly, the committee foresees involvement of Agricultural Economics in the work of the Economics Department, and Agricultural Engineering in the work of the College of Physical Sciences and Technology on the same basis of inter-college representation of departments proposed for the physical sciences.

Explanatory Notes

1. The All-University Council on Liberal Education would have responsibility for establishing, subject to Senate ratification, "floor" requirements for all Bachelor's degrees. It would also have the responsibility for keeping such policies under study, seeing to it that they were effectively carried out, and proposing changes in policy as the evidence warranted. Policies established by the council, when ratified by the Senate, would be binding on all colleges of the University offering the Bachelor's degree, including Morris and Duluth. The council has therefore been located as an all-University organization under a chairman with major rank in the office of the vice president for academic administration.

The chairman of the council should be a permanent officer of the University with a primary assignment to the work of the council. The council will need at its disposal full and up-to-date information on appropriate kinds of floor requirements, and on the needs and attitudes of college faculties over the entire University. It will need to establish a program of research into the effects of the policies it establishes. Clearly, the council will need strong administrative and staff support if it is to do its work effectively.

A precise definition of the membership of the council should be prepared by the Senate Committee on Education in 1962-63, and presented for ratification to the Senate. The committee now assumes that the council would include: the dean, associate deans, and divisional heads of the College of Liberal Studies; the deans of Duluth and Morris; not less than 2 college representatives from each of the divisions of the College of Liberal Studies; not less than 1 faculty representative from each college of the University, including Morris and Duluth. A formula should be established for assuring representation on the council by the faculty of each college of the University proportional to the undergraduate teaching enterprise of that college.

2. Associate deans are proposed for the Division of Humanities, Behavioral Sciences, and Biological Sciences. These groups include most departments both budgetarily and functionally within the College of Liberal Studies. Such deans would be responsible for:

- a. Reviewing and evaluating the educational programs and budgetary needs of departments within their division and budgetarily within the College of Liberal Studies, and for working with and through the dean of the college in presenting these needs to the President.
- b. Consulting with departments within their division, but not budgetarily within the College of Liberal Studies to the end that the staff and course offerings essential to effective undergraduate liberal education are provided and maintained.
- c. Serving as members of the All-University Council on Liberal Education, and developing liaison between the council and the faculty with respect to policy and the course offerings of the division.
- d. Providing co-operative leadership to develop the kind of interdepartmental and intercollege courses, programs, and institutes needed for both graduate and undergraduate education and research.
- e. Serving as public spokesmen for the advancement of disciplines in their areas, thus developing both public and University understanding of these disciplines.

Because of the important role the associate deans will assume in forwarding both the liberal education and professional responsibilities of disciplines in their divisions, the Senate Committee on Education recommends that the associate deans be selected according to the same procedures now followed by the University in the selection of the deans of colleges.

3. The associate dean of the Division of Biological Sciences would obviously initially have budgetary responsibility for the Departments of Botany and Zoology. The creation of such an officer, however, provides opportunity for leadership for the on-going development of the University-wide organization of the biological sciences, both physically and administratively, to the end of assuring desirable co-operation and growth in this area, and of eliminating undesirable competition. The Senate Committee on Education recommends that the associate dean of the Division of Biological Sciences be given the responsibility for bringing into being a study group including representatives from all biological science departments on the campus. This group would have as its mission the development of information and policy proposals for the Senate Committee on Education, relevant colleges, and the University administration concerning the development of the biological sciences at the University of Minnesota. The study group would also consider the feasibility of developing undergraduate majors leading to the B.A. degree in biology departments not in the College of Liberal Studies, and thus bringing those departments into membership in that college.

4. Because the Division of Physical Sciences in the College of Liberal Studies would include only departments budgetarily within the College of Physical Science and Technology, the committee recommends that this division select a "head" to carry out curricular responsibilities similar to those of the associate deans of the College of Liberal Studies.

Because the Division of Mathematics and Statistics in the College of Liberal Studies includes only two departments budgetarily within the College of Liberal Studies, the committee believes that this division should also choose a "head" to carry out curricular responsibilities similar to those of the associate deans. The Department of Mathematics and Statistics in the College of Liberal Studies should report on budgetary matters directly to the dean of the College of Liberal Studies.

5. The plan assumes that departments, schools, and programs now budgetarily in the College of Science, Literature, and the Arts would choose, subject to college approval, the division of the College of Liberal Studies within which they would be located for budgetary purposes. However, the present practice of SLA of having certain departments represented in the divisional councils of more than one division might well be continued. For example, the Department of Anthropology might choose budgetary location within the Division of Behavioral Sciences, but ask for and be given faculty representation on the divisional councils of the humanities, and one or both of the natural sciences. Similarly, the American Studies Program, which relates to both the behavioral sciences and the humanities, might be budgetarily located in one division, but be represented in the deliberations of both divisions.

The committee recognizes a special class of organizational problem in the case of the three professional schools now in SLA: School of Journalism, School of Social Work, and School of Library Science. In the absence of any hearings on this problem, the committee assumes that these schools would be located budgetarily within the division of the College of Liberal Studies with which they find closest affinity, and also might be represented in other related divisions. The committee has entertained the possible logic of a separate division of professional schools within the College of Liberal Studies, but believes that such a recommendation should be made or rejected only after further and extensive study.

Future Developments

1. The committee believes that the best interests of the University will ultimately be served by the establishment of an administrative unit for the biological sciences, either as a separate college of the University, or as a part of a suggested College of Biological Science and Agriculture. When and if such a college is established, the relevant biological sciences would constitute a division of the College of Liberal Studies in a manner analogous to the Division of Physical Science now proposed. Such a unit of biological science must clearly have physical facilities on both the St. Paul and Minneapolis Campuses, in order to maintain relationship with and service to the medical sciences, physical sciences, and agricultural sciences. The committee would anticipate an ultimate "center of gravity" on the St. Paul Campus, but with continued significant activity both in teaching and research on the Minneapolis Campus.

2. The committee recognizes the force of doubts that a College of Liberal Studies, including membership of some departments on a budgetary basis, and of other departments on a functional basis, can effectively carry out its mission concerning liberal education. The committee believes that the hypothesis that it can work effectively should be tested. If experience proves that further change is needed, the present proposal does not preclude the possibility of such change. For example, one proposal before the Senate called for the establishment of a College of Liberal Studies as a purely functional unit of the University, solely responsible for undergraduate education leading to the B.A. degree. The committee prefers to recommend a less drastic step.

3. The committee endorses the proposal of President Wilson that the St. Paul Campus be used more effectively in providing undergraduate instruction for students whether or not registered with the College of Agriculture, Forestry, and Home Economics. The arrangements by which such a proposal can be achieved require study which lies outside the scope of this report. But the positions in this report have been taken in a way designed not to preclude but to facilitate the expanded use of the St. Paul Campus.

4. Committee discussions have often touched upon the possible merit of stronger centralization of procedures for admitting students to the University, designed to expedite the transfer of students from one college to another, and to minimize losses from inadvisable "first choices" by students. The committee has not studied this area of University organization, but believes that a further study should be focused on the question of University policy in the recruitment, admission, and transfer of students.

Summary

Given the history of the University of Minnesota, the Senate Committee on Education believes that the reorganization recommended in this report represents the best available plan for strengthening the administrative structure of the University to the end of improving the capacity of the University to fulfill its educational mission. In the last 2 years the committee has repeatedly confronted the enormous complexity of the University and the extent to which educational functions neither do nor can coincide fully with faculty units reporting budgetarily to the same administrator. The proposed reorganization recognizes the fact of complexity and the fact that budgetary lines and the functional relationships of departmental groups are not identical. The plan seeks to convert these problems into sources of strength for the University, for in the final analysis the organizational problems of the University of Minnesota are a function of the richness and diversity of its educational resources.

The Senate Committee on Education recommends the adoption of the program set forth in this report.

E. ADAMSON HOEBEL, Chairman