INTRODUCTION

An April 8, 1968 the Senate of the University of Guelph proposed that a special Committee on Academic Administrative Organization be established and that it be directed to:

"review the suitability and effectiveness of the "College" system of organization and to make recommendations for any changes that may be necessary or desirable for the future."

On June 10, 1968, Senate appointed the following to serve on the Committee:

The Committee has met regularly throughout the Fall semester, 1968. During the early deliberations the Committee established the following working principles:

(i) That proposals for academic organization account, as far as possible, for the academic needs of the University during the early 1970's and beyond.

(ii) That the proposals for academic organization of the University be interpreted down to, and including, the level of departments.

(iii) That proposals for the academic organization at the department level be the subject of a further phase of this study.

GENERAL STATEMENT ON ACADEMIC ADMINISTRATIVE REORGANIZATION

The Committee is of the opinion that the establishment of the University of Guelph has given rise to certain problems relating to academic administrative organization which urgently demand solution. The present academic administrative organization in the University is essentially an accommodation to a heterogeneous group of Colleges, Schools, Institutes, Offices, Centres, and a Faculty, (Graduate Studies and Research); this accommodation, it is felt, has been overly influenced by historical considerations rather than academic criteria and sound academic administrative practice. The Committee believes that it is necessary to make recommendations concerning the present academic administrative organization of the University which may, at some points, be at variance with the historical development of the University of Guelph; however, the Committee believes that its recommendations will lead to a more appropriate grouping of academic disciplines and a more efficient academic administrative organization.

The Committee proposes that the present collegiate structure be replaced by Faculties, and that the present academic administrative organization be modified, where necessary, in accordance with the establishment of the Faculty system at the University of Guelph.

The Committee proposes that there be five Faculties each headed by a Dean, and a School of the University headed by a Principal, all reporting to the Office of the Vice-President, Academic. (See Appendix Two)

The Faculty of Humanities (including Landscape Architecture)

The Faculty of Social Science
The Faculty of Natural Science (including Human Kinetics (formerly Physical Education) and a School of Engineering)
The Faculty of Agricultural Sciences
The Faculty of Veterinary Medicine
The School of Consumer Studies

Although it is proposed that several disciplines be relocated in the new Faculty System it does not necessarily follow that all phases of the work within the existing Departments which incorporate those disciplines would also be relocated. For example, the studies related to weed control in the present Department of Botany may remain in the Faculty of Agriculture in the Department of Crop Science even though the discipline Botany is transferred to the new Faculty of Natural Science. Matters of this kind have yet to be considered in detail. The Committee would welcome opinions on this subject.

An Open Letter

To All Members of the University:

The Committee on Academic Administrative Organization recognizes that before reaching its final recommendation on a matter of such gravity as the academic organization of the University, it is imperative that all segments of the University be given the opportunity to express and present their views. To facilitate the expression of these views, the Committee has formulated a number of proposals for academic organization and put these in a Report which is now being distributed to students, alumni, faculty, Senate, and Board of Governors.

The Committee is herewith soliciting written briefs or statements from individuals and groups who are concerned in any way about any or all matters raised in the Report or related to it. Further, the Committee is prepared to hold public meetings to hear individual or group presentations if such meetings are requested. Briefs or statements should be submitted to the Secretary, J. D. Stewart (Assistant to the Vice-President, Academic), on or before Friday, February 21, 1969. Public hearings, if requested, will be held as soon as possible thereafter.

Subsequently, the Committee will prepare a final Report which, again, will be distributed to all concerned, thence presented to Senate and to the Board of Governors for approval and implementation.

B.C. Matthews, Chairman of the Committee on Academic Administrative Organization
DEFINITION OF ACADEMIC UNITS
WITHIN THE UNIVERSITY

Department
- is the basic administrative academic unit of the University
- is within a Faculty or School
- functions within an education program with responsibility to Senate
- is an active participant in educational programs under Senate by offering one or more undergraduate or graduate courses and/or directing student academic programs
- has an administrative head designated as "Chairman" who is responsible to the Dean of the Faculty directly, or through the Director of the School

Office
- is an administrative unit that is not directly responsible for any academic program as such, but does directly support the academic programs by providing services to academic programs e.g., Office of the Registrar
- has an administrative head designated as "Director" (e.g., Director of Continuing Education) or by established title (e.g., Registrar) responsible to the Vice-President, Academic who is in turn responsible to the President

School of a Faculty
- is an administrative academic unit that consists of one or more departments
- is within a Faculty
- is related to a professional association for purposes of accreditation
- functions within an education program related to a particular undergraduate program with responsibility to Senate. It may offer graduate courses or direct graduate student programs
- has an administrative head designated as "Director" who is responsible to the Dean of the Faculty

School of the University
- is an administrative academic unit that consists of more than one department
- is not within a Faculty
- functions within an education program related to a particular undergraduate program with responsibility to Senate
- offers graduate courses and directs graduate student programs
- has an administrative head designated as "Principal" who is responsible to the Dean of the Faculty

Faculty
- is an administrative academic unit characterized by its grouping of related disciplines and/or areas of study for purposes of instruction and research. A Faculty has the resources to encourage breadth and depth of scholarship. It consists of more than one Department and may include one or more Schools
- functions within the University educational programs with responsibility to Senate at both the undergraduate and graduate levels
- has an administrative head designated as "Dean" who is responsible to Vice-President, Academic

College
- is a self-governing academic unit functioning within a University context
- functions both as a teaching (undergraduate and graduate) and research unit, and normally as a residential unit for its students
- has an administrative head variously designated as a Principal, Dean, or Master

Institute
- is an administrative academic unit that has its prime responsibility in research either within itself or in service to research in other academic units in two or more Faculties or Schools of the University
- has control of a major capital item, e.g., a building or machine
- has an administrative head designated as "Director" responsible to the Vice-President, Academic

Faculty of Graduate Studies and Research
- is a distinctive academic unit administering educational programs at the post-baccalaureate level with responsibility to Senate
- designates all academic members of the University who have been appointed by Senate as being responsible for graduate studies
- has a head designated as "Dean" responsible to Vice-President, Academic

Centre
- consists of faculty and staff who are within two or more departments within a Faculty, or two or more Faculties, or School of the University. In the initial stages the faculty and staff may be within a single department
- is responsible for promotion and coordination of research and/or extension programs and graduate studies on an interdepartmental basis under jurisdiction of Senate
- has a head designated as "Chairman" who may be full-time or part-time, but who in either case holds a regular academic appointment in a Department
- is not responsible for any undergraduate degree program
- has a budget either from a Faculty or as a designated part of one or more departmental budgets and may accept grants for the furtherance of its program and distribute such funds among various departments to promote the objectives of the Centre
- responsible to Dean of Graduate Studies and Research

JUSTIFICATION OF ACADEMIC ADMINISTRATIVE REORGANIZATION

The Committee is moved to recommend the institution of the Faculty system, in place of the present collegiate system, in virtue of the following considerations:

(a) By 1975 it is forecast that if the present collegiate system is maintained the Full-time Student Equivalents (F.S.E.'s) for the B.A. and B.Sc, programmes in Wellington College will be approximately 7835, and roughly double this by 1980. Furthermore, assuming that a Student-faculty ratio of approximately fifteen to one is maintained, Wellington College can be expected to have more than 400 faculty members by 1975, and roughly double this by 1980. These facts, in addition to the knowledge that new academic programs will, no doubt, be added to Wellington College, suggest the growth of a single College far in excess of the growth of other Colleges at the University. The Committee is concerned that one such large college within a group of significantly smaller colleges (See Appendix Three) would be simply unmanageable from a sound academic administrative view. The Committee is further concerned that by 1975 the students of Wellington College may experience a sense of anonymity at the time when they feel a need to identify with a more personal academic unit. If the Committee's recommendation that the collegiate system be abolished is accepted, Wellington College will be replaced by three Faculties, which, in virtue of their reduced size, would be a more readily administered group. In addition, it is felt that each Faculty would present a more distinctive grouping of disciplines with which students might readily identify. Each of the proposed Faculties replacing Wellington College would, by 1975, be of roughly equal size (Humanities with approximately 3200 F.S.E.'s, Social Science with approximately 2700 F.S.E.'s, Natural Science with approximately 3500 F.S.E.'s, including graduate students). These numbers are not excessive in relation to the other proposed Faculties and would permit the student to escape, to some degree, the anonymity of the multi-university. (See Appendix Three)

1 A full time student equivalent is a unit that is used to measure the teaching load of a Department, School or Faculty.
(b) Further, the logical splitting of a group of Arts disciplines studied empirically and quantitatively (the Social Sciences) from a group of Arts disciplines studied conceptually and qualitatively (the Humanities) would lead to better academic policies and administration. For, it is most improbable that in 1980, for example, a Dean with an academic background in any one of the major bodies of knowledge presently represented in Wellington College (i.e., Humanities, Social Science, Physical Science) could properly administer a College of at least 12,000 students and 800 faculty, and maintain a sensitivity to the various academic segments of that College.

(c) The most glaring anomaly in the academic administrative organization of the present collegiate structure of the University exists between Wellington College and the Ontario Agricultural College with respect to the undergraduate programs in honors Botany, Zoology, Marine Biology, Microbiology, and Food Science. The administration of the students who major in any one of these areas of study comes under the immediate jurisdiction of the Associate Dean, (Dean of Science) Wellington College, while the Departments in which these students receive the instruction in their major are all administratively within the Ontario Agricultural College, and responsible to the Dean of that College. Moreover, in most of these Departments the greater part of the instruction is given to the Wellington College B.Sc. students rather than to B.Sc. (Agr.) students. This is an inhibitive working relationship. The Committee believes that the proposed Faculties would obviate such academic administrative difficulties and, in general, strengthen the working relationships among all Faculties.

(d) With respect to the academic organization of the Sciences (agricultural, veterinary, physical, biological) there are two guiding considerations

(i) The studies of the Agricultural Sciences and Veterinary Medicine are necessarily based on the study of the Biological Sciences. It is important that the relationships between these academic domains are not only maintained, but strengthened.

(ii) The solution of scientific problems of the future requires a close relationship between basic studies in the Physical and in the Biological Sciences. It is important that this relationship be provided for.

The Committee examined three proposals for academic organization which attempt to account for items (i) and (ii) above.

(I) A single Faculty encompassing the Agricultural Sciences, Veterinary Medicine, the Physical and Biological Sciences.

Object: Such a Faculty would be administratively awkward and large. By 1975 the teaching load (undergraduate and graduate) would be in excess of 5000 F.S.E.'s, and more than 6900 F.S.E.'s by 1980. Moreover, it is argued that in practice it would be extremely difficult to maintain a proper balance between the more applied and the more basic sciences. An emphasis on the Agricultural Sciences and Veterinary Medicine, for example, could act as a constraint on the development and growth of the basic sciences (physical and biological) within the Faculty, and conversely.

(2) Three distinct Faculties, one for each of Agricultural Sciences, Veterinary Medicine, and Natural Science, wherein the main concern and academic background of faculty members would be solely related to the academic biases of their own particular Faculty. That is, the Faculty of Agricultural Sciences would have only agrologists, the Faculty of Veterinary Medicine only veterinarians, and so on.

Objection: Although these Faculties could be viable academic units containing related disciplines, each would be largely independent, self-centered units, and the extremely important relationships of Agricultural Sciences and Veterinary Medicine to the Biological Sciences would, for the most part, be severed.

(3) Three Faculties (as in (2) above) but modified in such a way that the study of the basic Biological Sciences can directly support the study of the Agricultural Sciences and Veterinary Medicine; and in such a way that a relationship between the Biological Sciences and the Physical Sciences can be established and maintained.

The Committee adopted this proposal, numeral 3, (elucidated below).

It is the conviction of the Committee that a close liaison among these three Faculties is essential and, in practice, possible given that biologists, chemists, physicists, and mathematicians, with interests in undertaking research in the Agricultural Sciences or Veterinary Medicine are in fact located in those Faculties. This concept is not entirely new to the University. A number of existing Departments within the O.A.C. include faculty members whose academic qualifications are in the basic Biological and Physical Sciences and who have a desire to do research in areas related to agriculture. The Department of Soil Science has chemists and physicists on its faculty, Crop Sciences has geneticists and plant physiologists, Nutrition has biochemists. It is generally agreed that these people have added a depth and perspective to the research in these Departments which otherwise could not have been obtained. Academic reorganization of the University should strengthen this concept within the proposed Faculty of Agricultural Sciences and also within the Faculty of Veterinary Medicine. Moreover, in keeping with both the history of the Biological Sciences on this Campus and the direction which fundamental scientific research has taken in the last half of this Century, it is essential that cooperation between the Physical Sciences and the Biological Sciences be encouraged particularly in their areas of mutual interests, Biophysics, Biochemistry, and Biometrics. Thus, for the reasons indicated, and for reasons of creating identifiable academic units for the students, of instruction, and of administrative efficiency, the logical conclusion is that three science-oriented Faculties (Natural Science, Agricultural Sciences, Veterinary Medicine) be established.

(e) The Committee proposes that the new academic program (effective July 1, 1989) designated for the Macdonald Institute remain intact but that the program be academically administered as a School of the University. The program consists of two interrelated areas of major study, Family Studies, and Consumer Studies, and it is essential that this interrelationship be preserved and strengthened in order to satisfy the particular academic objectives of the program. In addition, it is recommended that the new academic program in Hotel and Food Administration which to some extent supports and is supported by the two major areas above, be included as a department in this new academic administrative unit. Finally, the Committee proposes that the name "School of Consumer Studies be adopted, with the academic head of the School (the Principal) reporting directly to the Office of the Vice-President, Academic.

(f) The Committee proposes that the present program in Physical Education be renamed "Human Kinetics" to reflect more accurately the academic nature of that program. Moreover, it is recommended that, administratively, the School become a Department and that in the light of the emphasis the program in Human Kinetics places on the Biological Sciences, it be located in the new Faculty of Natural Science.

(g) The Committee recommends that the School of Landscape Architecture become a Department within the Faculty of Humanities. Since the course content of the academic program in Landscape Architecture is weighted in Graphics, Visual Fundamentals, Landscape Design, and Architectural Design, all of which have a close relationship with the more
practical studies of Fine Art, it is appropriate that the Faculty of Humanities incorporate this academic unit.

(h) The Committee recommends that the School of Agricultural Engineering be renamed the School of Engineering and relocated (as a School) in the Faculty of Natural Science. This recommendation is contingent on Senate’s endorsement of the School’s new academic program. (Otherwise, it is proposed that the School remain in the Faculty of Agricultural Sciences). This program will emphasize, in general, environmental engineering, and, in particular, studies in pollution, pollution control, and water resources. In addition, there will be a new emphasis on systems, systems management, and communications. It is the belief of the Committee that with this new academic orientation the School should be located in the same Faculty as its supporting sciences (Mathematics, Physics, Chemistry, and Biology).

(i) Finally, the Committee has noted that the Federated Colleges no longer fulfill the functions which were a mark of their past autonomy, namely, admissions, the setting of academic standards, the appointing of faculty, and the provision for residential accommodation for students. These functions, while perhaps of historical significance for the Colleges, are now the responsibility of the University of Guelph. The remaining functions, which presently characterize the Colleges are essentially Faculty functions. It is the opinion of the Committee that the substitution of Faculties for Colleges should establish more firmly the special character and autonomy of the University as opposed to the special interests of any one part of it.

PROPOSED PATTERN OF ACADEMIC ADMINISTRATIVE ORGANIZATION

(From the level of Deans Upwards)

Principal Recommendations
(i) That the senior academic administrative officer in the University be the President.
(ii) That between the levels of President and Deans, there be one senior academic administrative office, the Office of the Vice-President, Academic.
(iii) That the Office of the Vice-President, Academic consist of the Vice-President, President, and a number (e.g., two) of other academic persons, whose duties and responsibilities would be of a functional nature (see paragraph following paragraph on “Other Academic Members”)
(iv) That Deans of Faculties (including the Dean, Graduate Studies and Research) report to the Office of the Vice-President, Academic.
(v) That the duties and responsibilities of all academic sub-offices (e.g., Associate Deans, Assistant Department Heads) be functional in nature (see following paragraph on “Deans and Associate Deans”)

The rate at which the recommendations are implemented may be partly determined by the overall growth rate of the University during the next five to ten years. It is to be expected, therefore, that not every recommendation will be immediately realized. However, it is the intention of the Committee that the transitional stage be completed by 1975.

The Office of Vice-President, Academic

(a) The Vice-President, Academic:

The Committee is aware that universities generally are increasing the number of their academic Vice-Presidents. McMaster University now has three: a Vice-President, Health Sciences, a Vice-President, Arts, and a Vice-President, Science. Recently the University of Toronto created a new senior academic administrative position, a Vice-President, Graduate Studies.

The Committee believes that there is no justification for increasing the number of academic Vice-Presidents at this University. It is hypothesized that given, for example, a Vice-President, Arts, and a Vice-President, Science, each of these officers would promote the interests and aspirations of the Faculties over which he has jurisdiction. This situation places a President in the role of arbitrator in facing the academic requests and recommendations of his Vice-Presidents. The end result is to burden a President with time-consuming decisions that can and ought to be taken at the Vice-Presidential level.

That such decisions can be made impartially at this level presupposes the principle of having one academic Vice-President. The Committee, therefore, views the role (in part) of an academic Vice-President as one in which the recommendations and requests that issue from the academic units be resolved whenever possible at his level, subject to the President’s approval.

(b) Other Academic Members:

In addition to the Vice-President, Academic, it is envisaged that within the Office there be academic personnel (on a part-time basis), whose responsibilities would cover some of the functions normally performed by a single Vice-President, Academic, and, possibly, Deans of Faculties. While it is anticipated that an academic Vice-President would maintain, for example, his budgetary responsibilities, it is conceivable that a member of his staff might assume, for example, the responsibility for the development of undergraduate curricula. Accordingly, the Committee recommends that one of the academic members of the Office of the Vice-President be given the responsibility for coordinating the academic programs across all Faculties for the first two semesters. Further, the Committee feels that the academic counseling of students in their first two semesters is of sufficient importance to warrant the assignment of this responsibility to a second academic member of the Office of the Vice-President, Academic. Students in their first year could then identify with such a person for advice and counsel on matters of courses available, course prerequisites, sequences of courses, the nature of the various academic programs, and so on. As a result, it is anticipated that Deans of Faculties and Chairmen of Departments would have more time to counsel students in their middle and upper semesters.

The Committee is aware that the functions just described may, in the long run, need modification. It is recognized that as a possible consequence of some of these functions the responsibility for coordinating undergraduate curricula (semesters one and two) might be expanded to include the coordinating of the development of all undergraduate curricula semesters one to eight inclusive. It would be the duty of the member in charge of this function to confer with Deans and others regarding modifications to existing academic programs, or the introducing of new programs in any Faculty. It is also possible that another member of the Office could have the overall responsibility for the growth and development of those units that offer academic services (e.g., Registrar’s Office, Library, Institute of Computing Science). It is to be expected that some of these positions just described would, of necessity, become full-time.

(c) Academic Officers Responsible to the Office of the Vice-President, Academic:

The Committee proposes that the six Deans (including the Dean, Graduate Studies and Research), the Principal of the School of the University, the Director(s) of Institute(s) (presently one - Computing Science), the Directors of the Offices (presently two - Registrar, and Continuing Education), and the Chief Librarian, all report to the Office of the Vice-President, Academic. Presently, eleven persons including the Chairmen of the Centres (Resources Development, International Programs) and the new Director of the present School of Hotel and Food Administration report to the Vice-President, Academic (see Appendix One). In the organization that is proposed, these latter three will report elsewhere (see Appendix Two).
Dean, Faculty of Graduate Studies and Research

The Committee proposes that the principal responsibilities of the Dean (administration of Graduate Studies, and coordinating Research on a University basis) continue as they presently are. It is recognized, however, that the Dean’s office should be expanded in the foreseeable future to include an Associate Dean thereby bringing about a needed division of responsibilities. An Associate Dean could be given the responsibility for either the administration of Graduate Studies or the coordinating of Research.

It is recommended further that the Chairmen of the Centres (Educational Disabilities, International Programs, Resources Development) report directly to the Dean, Graduate Studies and Research rather than to the Vice-President, Academic, as is presently the case. The work of a Centre is largely of a research nature and it is appropriate that the Centres fall under the immediate jurisdiction of this Faculty unit.

Deans of Faculties and Associate Deans

The primary responsibilities of a Dean cover the overall operation of a Faculty (e.g., budgets, faculty appointments, etc.) and, in particular, the development of policies that give direction to the various academic programs within a Faculty. As Faculties increase in size it is conceivable that some of the functions performed by Deans may be distributed among their Associate Deans. Appointments to Associate Deanships would be part-time (in some instances) allowing the appointees to continue, on a modest basis, their academic interests in teaching and/or research. It is suggested that Associate Deans be given responsibilities of a (single) functional nature rather than a range of duties that simply parallel those of the Dean of the Faculty. For example, an Associate Dean (Undergraduate Curricula) would have the responsibility for the development of new academic programs and modifications to existing ones etc., in his Faculty. He would work, in the final analysis, through his opposite number in the Office of the Vice-President, Academic (in due consultation with his Dean of Faculty). A similar case could be argued for an Associate Dean (Research) at the Faculty level who works through his opposite number in the Office of the Dean, Graduate Studies and Research. This latter case is not entirely new to Guelph.

Deans of Faculties would have reporting to them Chairmen of Departments and Directors of Schools within Faculties.

APPENDIX THREE

PROJECTED FULL-TIME STUDENT EQUIVALENTS*
(Including Graduate and Associate Diploma Course Students)

<table>
<thead>
<tr>
<th>I</th>
<th>Existing Academic Administrative Organization</th>
<th>F.S.E.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1975</td>
</tr>
<tr>
<td>MACDONALD INSTITUTE (including the Program in Hotel and Food Administration)</td>
<td>670</td>
<td>855</td>
</tr>
<tr>
<td>ONTARIO AGRICULTURAL COLLEGE</td>
<td>2800</td>
<td>3590</td>
</tr>
<tr>
<td>ONTARIO VETERINARY COLLEGE</td>
<td>615</td>
<td>665</td>
</tr>
<tr>
<td>WELLINGTON COLLEGE</td>
<td>7835</td>
<td>15,675</td>
</tr>
<tr>
<td>II</td>
<td>Proposed Academic Administrative Organization</td>
<td></td>
</tr>
<tr>
<td>FACULTY OF AGRICULTURAL SCIENCES</td>
<td>1215</td>
<td>1525</td>
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<tr>
<td>FACULTY OF HUMANITIES</td>
<td>3210</td>
<td>6840</td>
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<td>FACULTY OF NATURAL SCIENCE</td>
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<td>4775</td>
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<td>FACULTY OF SOCIAL SCIENCE</td>
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<td>6125</td>
</tr>
<tr>
<td>FACULTY OF VETERINARY MEDICINE</td>
<td>615</td>
<td>665</td>
</tr>
<tr>
<td>SCHOOL OF CONSUMER STUDIES</td>
<td>670</td>
<td>855</td>
</tr>
<tr>
<td>II,920</td>
<td>20,785</td>
<td></td>
</tr>
</tbody>
</table>

* The figures for full-time Student Equivalents (F.S.E.) indicate the total teaching load (including the Spring Semester) for which a Department or College is responsible. These figures are distinct from the projected Fall semester enrolments of 10,400 in 1975 and 18,320 in 1980.

See Page Six for Appendix One and Two