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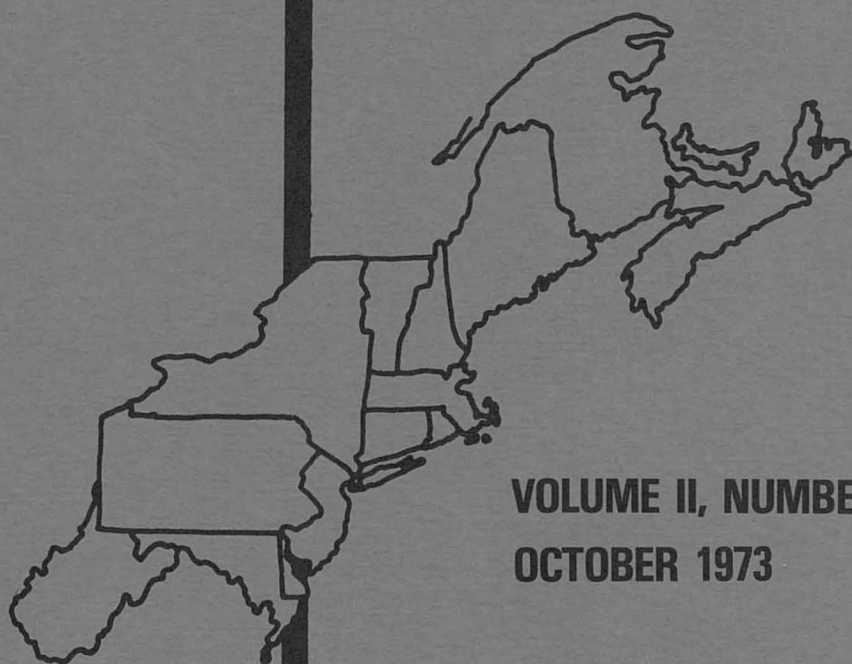
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INSTITUTIONAL RESTRUCTURING
IN RESPONSE TO THE CHANGING MISSION OF LAND GRANT COLLEGES
COOK COLLEGE, RUTGERS UNIVERSITY - THE STATE UNIVERSITY OF NEW JERSEY*

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Introduction

Rutgers University was chartered as Queen's College on November 10, 1766. It was the eighth institution of higher education founded in Colonial America prior to the Revolutionary War. From its modest beginning in the New Brunswick area the University has grown to eight separately organized undergraduate colleges in three areas of the State, with a wide range of offerings in liberal and applied arts and sciences.

The evolving structure of the newest undergraduate college--Cook College--will be the concentration of this paper. Building on the strength of the long-established College of Agriculture dating back to 1864, and more recently, the College of Agricultural and Environmental Sciences, Cook College has been named in honor of George H. Cook, a renowned geologist, vice president of Rutgers College and first director of the New Jersey Agricultural Experiment Station.

Cook College is unique in that it will use the traditional "Land Grant" concept of teaching, research and extension incorporated into a liberal arts configuration. Although the College will continue to serve the agricultural and rural community, it will widen its scope to include problems of cities and suburbs with the main theme of "Man and His Environment."

On November 19, 1971, the Board of Governors of Rutgers University formally approved the establishment of Cook College. The College was to be a "multi-purpose, coeducational college, with professional and pre-professional education in agriculture and environmental subjects as

*These remarks were presented at the Annual Meeting of the Northeastern Agricultural Economics Council in Morgantown, West Virginia, on June 26, 1973.

well as major offerings in the liberal arts." In the same minutes^{1/} several other aspects of Cook College were also revealed:

(1) The College will admit students in September, 1972, however, the "formal organization of the College is scheduled for September, 1973." In the 1972-73 academic year there were 1200 students and the 1973-74 year is projected as 1700 students. When at full strength, student enrollment will be 3500.

(2) "The Agricultural Experiment Station and the Cooperative Extension Service will have their own directors and will be separately organized as a unit under the jurisdiction of the Dean of Cook College." Those current faculty members of the existing College of Agriculture and Environmental Science who are not assigned to the teaching faculty will be assigned to the Experiment Station or the Cooperative Extension Service.

(3) In keeping with the idea of a broader scope of research projects, "The research funds for the Experiment Station will be allocated to relevant projects throughout the University under the guidance of University policy."

(4) Because of the close geographical relationship of Douglass and Cook Colleges^{2/} and because Douglass presently offers a wide range of liberal arts programs, "the new College (Cook) will have a 'partnership' relationship to Douglass College to insure as little duplication as possible of facilities and of the academic programs of the two faculties."

Cook College General Organization Structure

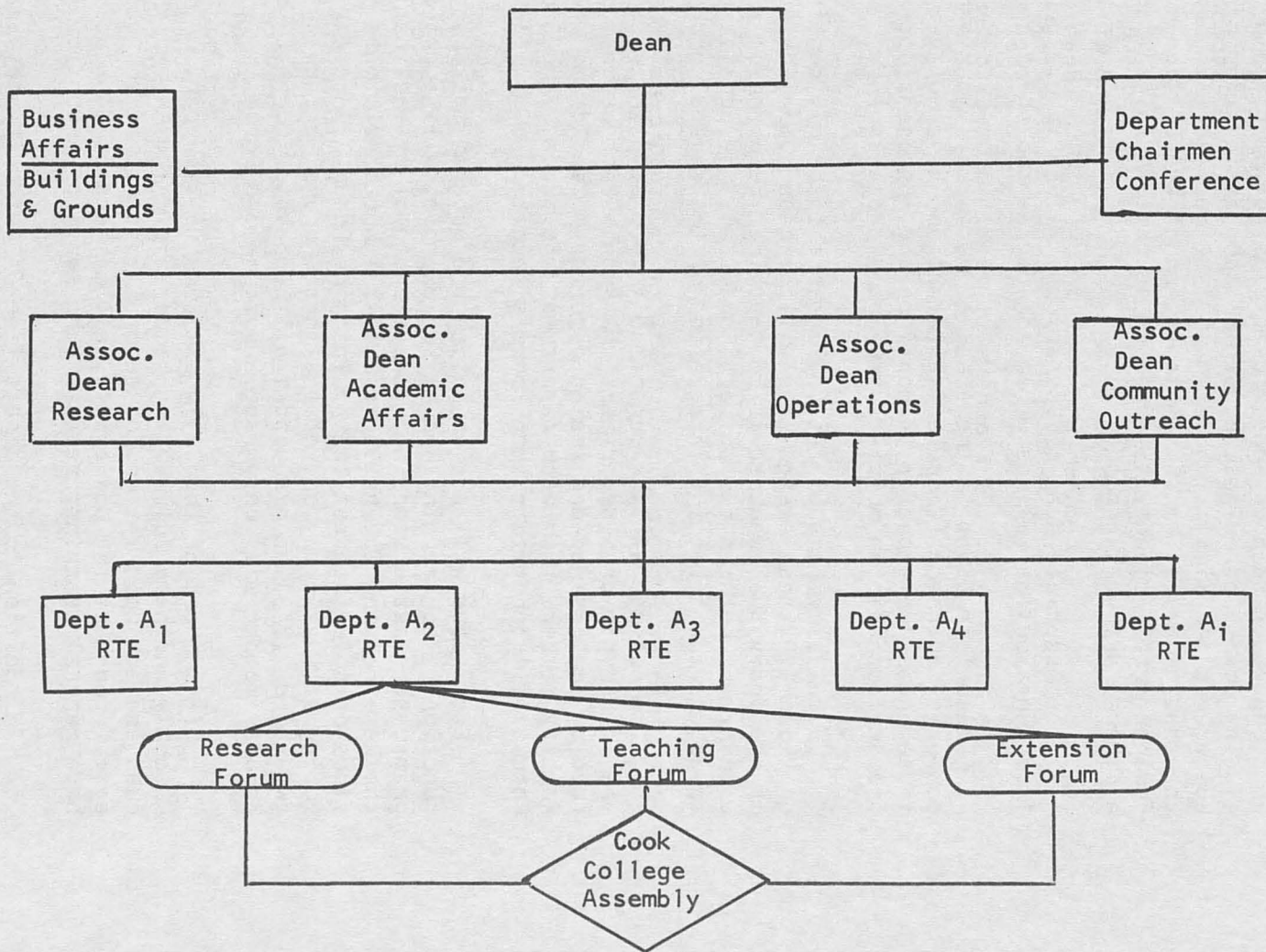
Although all aspects of the following organization structure have not been formally adopted and therefore must be considered as tentative, indications are that the structure presented is the form that it will take.

The Dean of Cook College will be the executive officer of the College and also Director of the New Jersey Agricultural Experiment Station which includes both research and extension service. Associate deans for research, academic affairs, academic operations and community outreach will be responsible to the Dean for the functional work of the College (See Chart I). A single dean should facilitate the achievement of the desired interaction among the three major program areas of teaching,

^{1/} Minutes of the Board of Governor's Meeting, January 14, 1972.

^{2/} Douglass College is the women's resident division of Rutgers University located at New Brunswick, New Jersey.

Chart I
Cook College General Organization



research and extension and provide the coordination that is necessary in regards to space, facilities and the allocation of human and fiscal resources. It will also assure the faculty and students that a single individual has the authority to make decisions on the college level.

Under the Dean of Academic Affairs, all curricular matters including course offerings, students' scholastic standings, degree requirements and similar concerns will be decided. In order to complement the traditional scientific orientation of the College of Agriculture and Environmental Science, the Dean of Academic Affairs was selected with a liberal arts background.

The Associate Dean of Operations will be in charge of the student-life functions as well as other non-degree and short-course programs.

Associate deans in the areas of research (Experiment Station) and community outreach (Cooperative Extension) have not yet been appointed. These areas are expected to continue their present operations with increased emphasis on multi-disciplinary projects.

Faculty members of the College are to be divided into three groups or "Forums," these assignments will be based upon the primary emphasis of the individual whether it be teaching, research or extension. Joint appointment between two or more Forums will be permitted and encouraged to assure the effective integration of the several program functions.

The College will be organized into disciplinary departments under the leadership of a department chairman. Each department will include faculty members who are assigned to the three Forums where appropriate. Faculty members from each department who are assigned to one of the three Forums will constitute that Forum's faculty.

Each forum will act on policy and program matters pertaining to its function. The Teaching Forum, for example, will approve academic programs, scholastic standing, educational policy and the like. Members of the Research and Extension Forums will not participate in the deliberations of sole interest to the Teaching Forum. In order to hold a full-voting status in any one of the three Forums, a faculty member must have two-thirds ($2/3$) of his academic line devoted to that Forum, therefore a faculty member will only have a vote in one Forum.

All members of the College Forums will be part of the Cook College Assembly and have full-voting membership. The Assembly will meet to discuss and act upon matters of general interest to the College. As is the case throughout the University, all members of Cook College Assembly will have general teaching, research and service responsibilities to the State.

In addition to the direct line of authority between the Dean, associate deans and department chairmen, the department chairmen will also be organized into a body known as the Department Chairmen's Conference. This

group will have two major functions; first to advise the Dean directly on policy matters and second, to serve as a communications link between the Dean and the faculty.

Cook College Functional Organization

Of the three Forums, only the Teaching Forum as of this date has developed in sufficient details to discuss. In departure from the usual practice within Rutgers and other universities, most of the academic programs at Cook College will not be under the jurisdiction of a single department, but rather curriculum committees with responsibility for a program drawn from several disciplinary departments (See Chart II). The matrix arrangement shown in Chart II is expected to allow for a great deal of flexibility of programs as changing needs arise.

Departments have been planned along traditional disciplinary lines (See Table 1), and are expected to be fairly permanent in structure. Single disciplinary majors will be offered where demand dictates; some departments will also function with Douglass College on a "partnership" basis. The multi-disciplinary curricular programs (See Table 2) are expected to be of a more transient nature depending on current needs and demands. It is expected that funding and overall authority for various programs will be divided between department chairmen for department functions and program coordinators for multi-disciplinary curricular programs.

Faculty members in most cases will have dual responsibility to their disciplinary departments and to the various program curricula to which they are assigned. Assignments to various curricular programs will be made by department chairmen and associate deans depending in part on needs, qualifications and preferences of individual faculty members.

The Curriculum Coordinator and faculty assigned to a program will constitute the Program Faculty Committee (PFC). The PFC will conduct the program, review its content and appropriateness, identify and define course offerings and recommend program changes and course offerings to the Courses of Study and Educational Policy Committee. This Committee then will recommend action to the Cook College Teaching Forum. Program approval would rest with the Teaching Forum. A course or module of courses initiated and approved by the Teaching Forum upon recommendation by one PFC may be adopted by another PFC without further Forum approval. All students in Cook College will take a minimum number of general educational requirements in the areas of: Life Sciences, Natural Physical Sciences, Social Sciences, Humanities and Communications. It is expected that the departments will continue to operate basically as they have done in the past, with the exception of faculty members moving in and out of various PFC. Departmental program and course approvals would follow the same procedure as outlined for various PFC.

Although the Research and Community Outreach Forums are still under review, it is expected that they will conform to a multi-disciplinary

Table 1
Proposed and Existing Departments for Cook College

*Social Sciences and Human Ecology

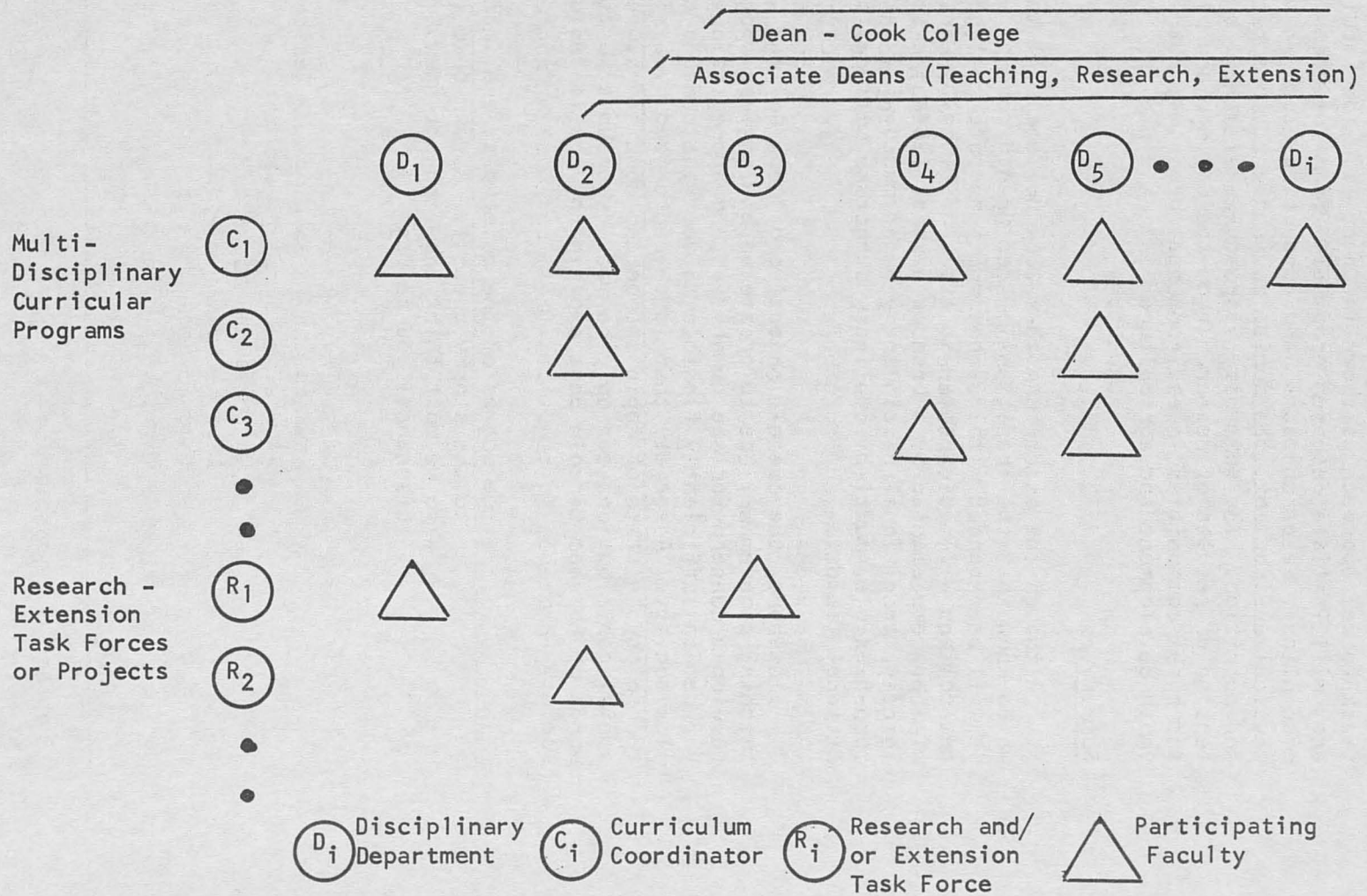
	Anthropology	
	Demography	
	Geography	
	Law	
	Political Science	
	Psychology	
	Sociology	
*Statistics - Computer Science		Environmental Resources
*Teacher Education		Environmental Sciences
*English		Entomology
Economics		Food Science
*History (Coordinate with Douglass)		Horticulture and Forestry
Animal Sciences		Meteorology
Biochemistry and Microbiology		Nutrition
Biological and Agricultural Engineering		Plant Biology
Environmental Physiology		Soils and Crops

Table 2
Proposed Multi-Disciplinary Curricular Programs

Human Ecology
Earth and Atmospheric Sciences
Environmental and Business Economics
Population Studies
Community Studies
Environmental Planning and Design
Natural Resource Management
Agricultural Science
International Development
Food Science and Nutrition
Humanities Group

*Proposed new departments

Chart II
Cook College Functional Organization



(task force) approach as shown in Chart II. The faculty in the research area will initiate research proposals, form interdepartmental and multi-disciplinary research teams, and conduct research in the areas of the physical environment, the social environment, in agriculture and in food and nutrition. The Community Outreach Faculty will be involved in extension of results of research from the College and elsewhere in urban and rural communities in environmental programs, nutritional programs, youth development and agriculture.

Summary

Although the exact form that Cook College will take is not known, we do know that the traditional "Land Grant" concept will remain, and it will be expanded within a new multi-purpose college. Secondly, the new college will be expanded so its traditional scientific orientation will be complemented by a broader base of liberal arts curricula. Thirdly, traditional disciplinary departments will remain, but a new, more-flexible, multi-disciplinary structure will cut across these traditional fields.

In short, the overall objective of Cook College undergraduate teaching program will be to create an environment where students can develop a concern for the humanities, an appreciation of the arts, and yet remain sufficiently flexible to meet the demands of a highly complex society. A society that is characterized by a high degree of technology, a state of rapid change and conditions where more and more social contributions can only be made by group efforts. Perhaps the words of Abraham Lincoln best explain the challenges of our modern society--

The dogmas of the quiet past are inadequate to the stormy present. As our case is new, so we must think anew and act anew. We must disenthrall ourselves.